6. CURRICULUM MANAGEMENT – ANNUAL (PLANNED) CHANGE PROCESS FOR 2014

The Board noted that the University's change process for Cycle I undergraduate curriculum had been designed to accommodate both annual (planned) and specific types of late change requests. The latter, if assessed to have no impact on the structure of a major, were administered via the fast-track process and approved by the Chair by way of delegated authority from the Board. Planned annual changes to undergraduate curriculum might occur at the unit level and/or major level and would need to take place, where relevant, in line with the University Policy on Changes to Units and the University Policy on Changes to Approved Majors.

By way of an ongoing agreement by the Board, all change requests assessed to have no impact on the structure of a major were considered by the Chair on behalf of the Board. In so considering the Chair might refer a change request, if contentious, to the Board for wider discussion and consideration. All change requests assessed to have an impact on the structure of a major or on the unit sequence of a major were presented to the Board for consideration.

The Board also noted that in March 2012 faculties received a letter, from both the Senior Deputy Vice-Chancellor and the Chair of the Academic Board, which states that “there are strong reasons for minimising changes at this stage” and “although the process for seeking approval to modify units and majors has been kept as simple as possible to facilitate any necessary submissions, it is important to emphasise that changes should be requested at present only where there is a compelling case for them”.

To this end, the Board considered change requests to the following majors for implementation in 2014:

6.3. Faculty of Arts: History Major – Ref F29288

The Board considered the following changes, as endorsed by the Associate Dean (Teaching and Learning, Faculty of Arts), to the History major:

6.3.1. Proposal to change structure of the History major and consequential amendments

The Board considered these types change requests relating to the structure of the History major. These were noted as follows:

a) Amendment to the structure of the major (from a 2+2+4 to a 2+3+3);

b) Additional changes, as follows, arising from the proposed change to the structure of the major:

(i) that core units currently offered at Level 1 (HIST1001 Old Worlds and New Empires and HIST1002 The Modern World), Level 2 (HIST2007 Thinking History, which focused on historical theory or ‘historiography’) and Level 3 (HIST3001 Making History, which focused on historical research method) be changed to options;

(ii) that two additional units, one of which was new and to be introduced from 2015, be included as options within the History major (HIST1901 Environmental History – an existing unattached elective and HIST2014 The City in History as a new option for offering from 2015).

In considering the rationale statement for the proposed amendments in (a) and (b)(i), the following were noted in the ensuing discussion:

- The Board accepted the discipline’s view that the teaching of both methodology and historiography should receive equal emphasis within the major and in students’ program. However, it was queried whether the proposal to amend the status of HIST2007 Thinking History and HIST3001 Making History from core to option would, without other changes, ensure the delivery of the intended outcomes of the major.

- The way and extent to which historiography at Level 2 and methodology at Level 3 would be embedded in all of the units taught at the respective levels was not clear.

- The Board noted that currently the History major provided for discipline-specific outcomes for each level that could be achieved via any unit at that level, though the extent to which this was explicit in the outcomes of the current units varied and needed to be revisited. The way in which academic progression from Level 1 through to Level 3 would be achieved within the proposed 2+3+3 structure
would need to be clearly and explicitly demonstrated. This would mean revisiting the outcomes statements of all units (all of which would now be options) to ensure that every unit listed within the History major delivered the discipline-specific outcomes for that level, in addition to the specific outcomes tied to the specific unit content.

- The University Policy on Changes to Approved Majors states that the Board may “consider changes to the approved structure in the following limited circumstances: (a) following a comprehensive review of the performance of the major; (b) the need to meet accreditation requirements; or (c) as a result of national or international benchmarking exercise”. In this context, the Board:
  - queried the timing of the proposed changes to the structure of the major;
  - stated that a compelling evidence-based case should be provided to demonstrate the problems inherent in the current 2+2+4 structure of the History major and which the proposed changes were designed to correct.
  - agreed that the major should be reviewed in its entirety with a view to evaluating a number of units required and remapping the outcomes of units at each Level with the outcomes of the major. The way in which the discipline-specific (i.e. History) outcomes for each level could be achieved via any History unit at that level would need to be explicitly demonstrated. This would mean that each unit would need to be revisited to ensure that students taking the unit from any of the alternative pathways could be expected to have the necessary competencies to succeed in the unit at the Level at which it would be placed. This might also involve some reconsideration of the Level at which a unit has been placed;
  - agreed that a transition plan that focuses in particular on the impact on (current and future) students wishing to complete the major should be developed and submitted along with a revised proposal for amendments to the structure of the History major.

In considering the proposed changes in (b) (ii), the Board noted that ‘a Level 2 History unit’ has been approved as a prerequisite for all units offered at Level 3 within the History major. This implied that students taking any Level 3 unit from any of the alternative pathways at Level 2 could be expected to have the necessary competencies to succeed in the unit at the Level at which it would be placed. The outcomes for HIST2014 The City in History do not align with the discipline-specific (History) outcomes that have been approved for the Level 2 options currently offered within the major. The inclusion of HIST1901 Environmental History in the major will similarly require that it develop equivalent outcomes, with respect to the major, to the two current ‘core’ Level 1 units of the major.

RESOLVED – 15/13

That the above minuted feedback for the proposed amendments to the structure of the History major and units offered within the major be transmitted to the faculty.
EXTRACT FROM THE MINUTES OF THE BACHELOR OF ARTS BOARD OF STUDIES MEETING
HELD ON TUESDAY, 14 MAY 2013 AT 10AM IN THE CHANCELLOR'S ROOM

6. CURRICULUM MANAGEMENT – ANNUAL (PLANNED) CHANGE PROCESS FOR 2014

The Board noted that the University's change process for Cycle I undergraduate curriculum had been designed to accommodate both annual (planned) and specific types of late change requests. The latter, if assessed to have no impact on the structure of a major, were administered via the fast-track process and approved by the Chair by way of delegated authority from the Board. Planned annual changes to undergraduate curriculum might occur at the unit level and/or major level and would need to take place, where relevant, in line with the University Policy on Changes to Units and the University Policy on Changes to Approved Majors.

By way of an ongoing agreement by the Board, all change requests assessed to have no impact on the structure of a major were considered by the Chair on behalf of the Board. In so considering the Chair might refer a change request, if contentious, to the Board for wider discussion and consideration. All change requests assessed to have an impact on the structure of a major or on the unit sequence of a major were presented to the Board for consideration.

The Board also noted that in March 2012 faculties received a letter, from both the Senior Deputy Vice-Chancellor and the Chair of the Academic Board, which states that “there are strong reasons for minimising changes at this stage” and “although the process for seeking approval to modify units and majors has been kept as simple as possible to facilitate any necessary submissions, it is important to emphasise that changes should be requested at present only where there is a compelling case for them”.

To this end, the Board considered change requests to the following majors for implementation in 2014:

6.3. Faculty of Arts: History Major – Ref F29288

The Board considered the following changes, as endorsed by the Associate Dean (Teaching and Learning, Faculty of Arts), to the History major:

6.3.2. Proposed changes to details of existing units offered as options within the History major – Ref F31703, F31700

The Board considered proposed changes to unit details for the following options offered within the History major: HIST1001 Old Worlds and New Empires and HIST2013 Medieval and Early Modern Women.

The Board accepted the proposed amendments, as attached to the agenda, to HIST1001 Old Worlds and New Empires, but queried whether HIST2013 Medieval and Early Modern Women should be offered within the History major in light of the changes to its outcome statements. The amended outcomes for HIST2013 Medieval and Early Modern Women were not aligned with the discipline-specific (History) outcomes that have been approved for Level 2 options currently offered within the major. Alternatively, the Faculty could consider excluding HIST2013 Medieval and Early Modern Women as a prerequisite for all Level 3 options within the History major. This would then necessitate a rewriting of the prerequisite statements of all Level 3 options within the History major. These options would need to be considered in the context of the feedback minuted in 6.3.1.

RESOLVED – 16/13

that the proposed changes to unit details for HIST1001 Old Worlds and New Empires be approved; and

that the proposed changes to unit details for HIST2013 Medieval and Early Modern Women be revised in line with feedback, as minuted above.
Resubmission of MJD-HISTY 2014 Changes Submission

The Board has required clarification of the History Program's request for changes to its major (minutes of the Board's meeting of 14 May 2013). The following memorandum responds to this requirement, and amplifies the original request (copied below). It accompanies the revised MJD-HISTY change spreadsheet and a revised New Unit Proposal Form for our 'Urban History' unit. We thank Winthrop Professor Alan Dench for his briefing on the Board's requirements.

The Board requires assurance that our request is the result of 'a comprehensive review of the performance of the major' (criterion 'a' for approval of such changes). We assure the Board that our request originated in a thorough Discipline Group review involving all the Program's staff members. Once we had become aware that we had not been cognisant of changes to the initial requirements of NC2012, or taken advantage of the resulting opportunities as other Arts Programs had done, and that our consequent program was inflicting pedagogical harm on our students, we organised a review of our major. The original memorandum (below) and spreadsheet submitted to the Board were the outcome of this consultation, and both documents were unanimously supported by UWA's historians. The Board should note that our original incomprehension and recent awareness of the possibilities offered by NC2012 accounts for 'the timing of the proposed changes to the structure of the major'. The problems detailed in our original memorandum cannot be allowed to continue, if they can now be remedied.

There has also been an intensive emergency review of the Board's request for clarification and amplification of the original submission, and, again, our staff members are unanimous in supporting the resulting changes contained in the resubmitted spreadsheet and defended in this memorandum. Our historians have performed impressively, particularly in revising their unit descriptions at very short notice during the most demanding teaching period of the semester.

These revisions were the result of the Board's requirement that the Discipline Group revisit 'the outcomes statements of all units (all of which would now be options) to ensure that every unit listed within the History major delivered the discipline-specific outcomes of that Level'. We welcome the Board's attention to this issue, as many of our units' outcomes-statements were inadequate to this purpose (a procedural error committed during the introduction of NC2012). All of our units were indeed aligned in practice with the overall outcomes specified for their Level, but not all units made this clear in their outcome statements. Staff members have remedied this unfortunate oversight. All units in the spreadsheet now mention the discipline-specific outcomes appropriate to their level, and align these outcomes with 'the specific outcomes tied to the specific unit content', as well as with 'assessment lined to outcomes'. We have now clarified 'the way and the extent to which historiography at Level 2 and methodology at Level 3 would be embedded in all of the units taught at the respective Levels'.

These detailed changes go some way to meeting the Board's requirement that the Program 'clearly and explicitly' demonstrate 'the way in which academic progression from Level 1 through to Level 3 would be achieved within the proposed 2+3+3 structure', but further
clarification is necessary to meet the Board's requirements that the program provide 'a compelling evidence-based case...to demonstrate the problems inherent in the current 2+2+4 structure of the History major' and that the revised major would achieve 'the discipline-specific...outcomes for each Level...via any History unit at that Level'.

A 'compelling evidence-based case' for a 2+3+3 major is inherent in the History Program's equal valuation of historiography (the Level 2 focus) and methodology (the Level 3 focus). This case has, indeed, been accepted by the Board ('The Board accepted the discipline's view that the teaching of both methodology and historiography should receive equal emphasis within the major and in students' program'). The present 2+2+4 structure is pedagogically damaging, given History's discipline-specific outcomes, and should be abandoned in favour of the 2+3+3 structure.

The Board wonders, however, whether the historiographical emphasis of Level 2 and the methodological emphasis of Level 3 can be sustained without the core status currently accorded to HIST2007 and HIST3001. The revision of our unit outcomes now makes it clear that all Level 2 option units impart the historiographical training required by the Level 2 discipline-specific outcomes, while all Level 3 units impart the necessary methodological training for the Level 3 outcomes. To reiterate a point from our original memorandum (below), teaching historiography and methodology in the abstract is pedagogically unsound, and alien to the particularity which is inherent in our discipline. HIST2007 has now completed its first iteration, and the experience has confirmed our fears. Historiographical and methodological training in at least three area/period-specific units at each Level will fulfill the discipline-specific outcomes for the major without the need for our very problematical Level 2 and Level 3 core units.

The further requirement that we demonstrate that the revised major would achieve 'the discipline-specific...outcomes for each Level...via any History unit at that level' should also now be met by the revised unit outcome statements. It is now clearly evident that any of the three proposed option units at Level 1 provide the introductory training necessary to progress to any of our Level 2 units, while any of our Level 2 units provide the historiographical training necessary to progress to any of our Level 3 units.

Finally, the Board requires a transition plan 'that focuses in particular on the impact on current and future students wishing to complete the major'. We have developed such a transition plan in close consultation with Faculty student services, and have been assured by the senior administrative staff that no student, present or future, will in any way be disadvantaged by our proposals. The transition plan for our major, with its implications for students, follows:

1. For 2015, introduce HIST1901 as an option Level 1 unit in the History major, with the consequent conversion of HIST1001 and HIST1002 from core units to option units. HIST1001 and HIST1002 will remain core units during 2014, as we are unable to staff HIST1901 that year (although we request that the unit be included in the major from 2014). Faculty has assured us that no student will be disadvantaged by this change.

2. For 2014, change HIST2007 and HIST3001 from core units in the major to option units. Students who enrolled in the major during 2013 under the old requirements will not be
required to take HIST3001 or, if they have not already done so, HIST2007. Students who have completed HIST2007 during 2013 will be allowed to credit it as one of the required Level 2 option units in the new major structure. Again, Faculty Student Services has assured us no present or future student will be disadvantaged by this arrangement.

3. For 2014, change the structure of the major from 2+2+4 to 2+3+3. Student Services has advised that students who have enrolled in the major during 2012 or 2013 under the old structure should complete their major under the 2+2+4 requirement, as they may already have selected units to that end. Students enrolling in the major for 2014 and subsequently will do so under the new structure. We would have preferred that our current students be allowed to transition to the 2+3+3 structure, but accept the view of Student Services.

Overall, we very much hope that we have met the Board's requirements.

MJD-HISTY 2014 Changes Submission

The History Discipline Group made several strategic errors in designing its NC2012 major, and the malignant effects of these mistakes are becoming increasingly evident as we implement the new major. We apologise for these errors, but believe that such miscalculations were virtually inevitable, given the scope and novelty of the curriculum changes required by the new system. It's most important, however, that such mistakes do not become embedded. We therefore urgently request the following changes. Please note that these recommendations have been exhaustively discussed within the History Discipline Group, which is unanimous in supporting them.

1. We mistakenly believed that our major would be limited to two Level-one offerings, both of them being core requirements. HIST1001 'Old World and New Empires' (a unit focusing on world history during the Medieval and Early Modern Period) and HIST1002 'The Modern World' (a unit focusing on world history during the nineteenth and twentieth centuries) were instituted to this end. As a result HIST1901 'Environmental History' was excluded from the major, although it functions well as a broadening unit. This exclusion is most unfortunate in terms of reaching our major's outcome goals that students be able to 'demonstrate a knowledge of major historical developments in a range of times and places' and that they can 'identify main issues in a body of complex historical material'. Historical method uses both an 'area/period' and a 'thematic' approach in reaching these outcomes, and HIST1001 and HIST1002 focus largely on the former. The addition of HIST1901 to the major would give students the option of engaging with the discipline through its thematic approach, a method preferred by some of our students and several of our staff. We have noted the success of the English and Cultural Studies Discipline Group, whose four Level-one option units offer a variety of methodological approaches to textual understanding. Consultation with the Faculty's Student Administration has confirmed that the change we're recommending would have no deleterious consequences for students currently progressing through the History major, or for other students doing the BA. We strongly urge that the History Discipline Group be allowed to move from offering two Level-one core units in its major to offering three Level-one option units, including HIST1901.
2. We mistakenly believed that we were required to have mandatory core units at Level two and Level three of our major. Under this misapprehension we designed HIST2007 'Thinking History' (a unit teaching historical theory or 'historiography' and thereby supposedly complementing the historiographical emphasis of all our Level-two units) and HIST3001 'Making History' (a unit teaching historical research method and thereby supposedly complementing the methodological emphasis of all our Level-three units), although our staff were very dubious about making such units compulsory for our students. These doubts have been borne out by our current experience with HIST2007. Many of our students find studying historiography in the abstract virtually impossible, and are being alienated from History as a consequence (or may fail out of the major altogether). They would be far better off absorbing historiographical understanding through their topic-specific Level-two units, as is perfectly feasible, as we have fully implemented the 'methods of inquiry' focus that 'Level-two students will research the historiography of their subject, examine the historiographical tradition that produced particular knowledge, and contextualise unit content in changing historiographical patterns. Their theoretical practice will therefore investigate the theoretical basis of the History discipline'. HIST2007 can serve well as an option unit available to Level-two students, but most of our students would be better-served learning historiography through topic-specific teaching.

We are sure that the same disruptive problem will arise if HIST3001 is to be imposed on NC2012 History majors in 2014, and believe that many of our students would benefit most from absorbing historical research-method through the topic-specific research methodology offered by our Level-three option units. Again, note that we have fully implemented the requirement in the new major that 'students in Level-three units are assessed on their understanding of source recovery and analysis' so that all of Level-three options now emphasise research method, albeit in relation to specific subjects of inquiry.

We therefore request that HIST2007 and HIST3001 be converted to option units available to those students wishing to reinforce their historiographical and methodological understanding, but that they not be imposed on all History majors. We note that other Arts Programs such as Political Science and English and Cultural Studies have designed highly successful majors that do not include Level-two and Level-three core units, and we would like to emulate their example. Consultation with the Student Administration confirms that no student currently proceeding through the History major would be disadvantaged by this change, and that it would not impact on other students doing the BA. And, to reiterate, the History Discipline Group is unanimous in its conviction that conversion of HIST2007 and HIST3001 to option units is vital for the pedagogical welfare of most History students.

3. We mistakenly believed that all majors had to follow the 2/2/4 structure, and were not aware that a 2/3/3 option was available to Discipline Groups that needed such a progression for valid pedagogical purposes. In fact, the 2/2/4 structure is damaging to the pedagogical outcomes of the History major, where Level-two teaching emphasises historiography and Level-three teaching emphasises methodology. Our Discipline Group is unanimous in its belief that historiography is at least as important as methodology in the formation of history students, yet the 2/2/4 structure potentially starves students of historiographical training while imposing a surfeit of methodology. The 2/3/3 structure would far better fulfil the outcomes intended by our teaching. We note that several other Programs in the Arts Faculty such as European Studies and Linguistics have instituted 2/3/3 structures, and would like to follow
their example. After consultation with the Student Administration, we believe that students presently enrolled should follow the current 2/2/4 structure, while the 2/3/3 structure should be implemented for students enrolling in 2014. We are assured that such an implementation of the new major structure would not be disruptive to the BA nor disadvantage any student.

In conclusion, we would be enormously grateful if the Board would allow us to make these changes. The teaching of History at UWA would be improved by their implementation and the pedagogical wellbeing of History majors would be very considerably enhanced.

Rob Stuart
Chair, Discipline of History
## Level 1

### Take core units (12 points):

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<td>F31703</td>
<td>HIST1001 Old Worlds and New Empires</td>
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<td><strong>Incompatibilities:</strong> HIST1101 Old Worlds, New Empires 1250–1750</td>
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<td>F31679</td>
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### Take complementary units:

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<td>F32063</td>
<td>COMM1901 Communication in Practice</td>
<td>Complementary (communications)</td>
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<td><strong>Incompatibilities:</strong> ENGL2280 Professional Writing, HUMA1901 English Language and Academic Communication I, HUMA1902 English Language and Academic Communication II</td>
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<td>F32335</td>
<td>HIST2007</td>
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<td>F32334</td>
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<td>Prerequisites: A level 1 History unit Incompatibilities: HIST2251/HIST3351 Revolutionary China; HIST2254 Dynamics of Social Change in Modern China</td>
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<td>F31700</td>
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<td>Proposed new prerequisites: Any level 1 History unit or any level 1 Gender Studies unit. Incompatibilities: HIST2219: Medieval and Early Modern Women</td>
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### Level 3

#### Take core units (6 points):

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<td>Making History</td>
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<td><strong>Proposed new prerequisites:</strong> a Level 2 History unit or both Level 1 units and any Level 2 unit in the Archaeology major (except ARCY2005 Rock Art Field Unit)</td>
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<td>Option (B)</td>
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<td>Approved by Academic Council - R155/11</td>
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<td>F31694</td>
<td>HIST3005</td>
<td>African American History</td>
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<td>HIST3006</td>
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<td>F32342</td>
<td>HIST3008</td>
<td>Crime and Punishment in Britain 1600 - 1900</td>
<td>Option (B)</td>
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<td>F31711</td>
<td>HIST3009</td>
<td>From Sudan to Saddam: Australia’s Foreign Wars</td>
<td>Option (B)</td>
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<td>Mythistory: Science Fiction, Fantasy and the Historical Imagination</td>
<td>Option (B)</td>
<td>6</td>
<td><strong>Prerequisites:</strong> A level 2 History unit</td>
<td>Approved by Academic Council - R155/11</td>
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<td>HIST3011</td>
<td>Introduction to African History</td>
<td>Option (B)</td>
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<td><strong>Prerequisites:</strong> A level 2 History unit</td>
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<td>F32343</td>
<td>HIST3012</td>
<td>The Vikings</td>
<td>Option (B)</td>
<td>6</td>
<td><strong>Prerequisites:</strong> Any level 2 unit in History OR MEMS2002 World Views: Religion, Gender and Society in Pre-modern Europe</td>
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**Current as at Thursday, 30 May 2013**
### History (MJD-HISTY) - proposed new unit sequence

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<thead>
<tr>
<th>TRIM</th>
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<td>F31703  HIST1001 Old Worlds and New Empires</td>
<td>Option (A)</td>
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<td>Incompatibilities: HIST1101 Old Worlds, New Empires 1250–1750</td>
<td>Approved by Academic Council - R155/11</td>
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<td>F31679  HIST1002 The Modern World</td>
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<td>Option (A)</td>
<td>6</td>
<td>Incompatibilities: HIST2201 Environmental History</td>
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<td><strong>Take complementary units:</strong></td>
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<td>F32063  COMM1901 Communication in Practice</td>
<td>Complementary (communications)</td>
<td>6</td>
<td>Incompatibilities: ENGL2280 Professional Writing, HUMA1901 English Language and Academic Communication I, HUMA1902 English Language and Academic Communication II</td>
<td>Approved by Academic Council - R160/10</td>
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**Current as at Thursday, 30 May 2013**

**CONTINUED ON NEXT PAGE**
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<th>Type</th>
<th>Pts</th>
<th>Unit rules</th>
<th>Approval</th>
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</thead>
</table>
| 0      | HIST2001 | Restaging the Past: Cinema and the Practice of History               | Option (B) | 6   | **Prerequisites**: A level 1 History unit  
**Incompatibilities**: HIST2223 Restaging the Past: Cinema and the Practice of History                                                                 | Approved by Academic Council - R155/11                                                        |
| 0      | HIST2002 | The Rise and Fall of European Fascism                               | Option (B) | 6   | **Prerequisites**: A level 1 History unit  
**Incompatibilities**: HIST2231 Rise and Fall of European Fascism                                                                                                                                       | Approved by Academic Council - R155/11                                                        |
| 0      | HIST2003 | Crises and Controversies in Australian History                       | Option (B) | 6   | **Prerequisites**: A level 1 History unit                                                                                                                                                               | Approved by Academic Council - R155/11                                                        |
| 0      | HIST2004 | Europe: Crusades to Black Death                                     | Option (B) | 6   | **Prerequisites**: A level 1 History unit  
| 0      | HIST2005 | Hitler, The Holocaust and the Historians                            | Option (B) | 6   | **Prerequisites**: A level 1 History unit  
**Incompatibilities**: HIST1122 History, the Holocaust and the Historians; HIST2237: German History from Bismarck to Hitler                                                                 | Approved by Academic Council - R155/11                                                        |
| 0      | HIST2006 | Imperial America 1845 - Present                                     | Option (B) | 6   | **Prerequisites**: A level 1 History unit  
**Incompatibilities**: HIST2240 Cowboy Colonialism: the American West; HIST2275 The USA from Civil War to Superpower; HIST2277 The USA since 1945                                                                 | Approved by Academic Council - R155/11                                                        |
| 0      | HIST2007 | Thinking History                                                   | Option (B) | 6   | **Prerequisites**: A level 1 History unit  
**Incompatibilities**: HIST2249/HIST3349 White Supremacy                                                                                                                                               | Approved by Academic Council - R155/11                                                        |
| 0      | HIST2008 | White Supremacy                                                  | Option (B) | 6   | **Prerequisites**: A level 1 History unit  
**Incompatibilities**: HIST2249/HIST3349 White Supremacy                                                                                                                                               | Approved by Academic Council - R155/11                                                        |
| 0      | HIST2009 | Revolutionary China                                              | Option (B) | 6   | **Prerequisites**: A level 1 History unit  
**Incompatibilities**: HIST2251/HIST3351 Revolutionary China; HIST2254 Dynamics of Social Change in Modern China                                                                                                                                 | Approved by Academic Council - R155/11                                                        |
| 0      | HIST2010 | Australia in the Sixties                                          | Option (B) | 6   | **Prerequisites**: A level 1 History unit  
**Incompatibilities**: HIST2271/HIST3371 Australia and the 1960s                                                                                                                                 | Approved by Academic Council - R155/11                                                        |
| 0      | HIST2011 | From 'Glorious Revolution' to Industrial Revolution: Making Britain, 1688 - 1888 | Option (B) | 6   | **Prerequisites**: A level 1 History unit  
**Incompatibilities**: HIST2244/HIST3344 Britain 1750–1900: the First Industrial Nation                                                                                                                                 | Approved by Academic Council - R155/11                                                        |
| 0      | HIST2012 | Renaissance, Reformation, Revolt: Europe 1450 - 1650            | Option (B) | 6   | **Prerequisites**: A level 1 History unit                                                                                                                                                               | Approved by Academic Council - R155/11                                                        |
| 0      | HIST2013 | Medieval and Early Modern Women                                    | Option (B) | 6   | **Proposed new prerequisites**: Any level 1 History unit or any level 1 Gender Studies unit.  
**Incompatibilities**: HIST2219: Medieval and Early Modern Women                                                                                                                                       | Approved by Academic Council - R155/11                                                        |
| 0      | HIST2014 | The City in History (not yet approved - Faculty endorsed)        | Option (B) | 6   | **Prerequisites**: any Level 1 History unit                                                                                                                                                              | Proposed new,  
Endorsed by Arts faculty - R33/13, 15/04/2013                                                |
### Level 3

**Take 3 options from this group (C):**

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<tr>
<td>F32320</td>
<td>HIST3001</td>
<td>Making History</td>
<td>Option (C)</td>
<td>6</td>
<td>Proposed new prerequisites: a Level 2 History unit or both Level 1 units and any Level 2 unit in the Archaeology major (except ARCY2005 Rock Art Field Unit) Incompatibilities: HIST2220 Making History</td>
<td>Approved by Academic Council - R15/11</td>
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<tr>
<td>F32323</td>
<td>HIST3002</td>
<td>Russia and the Soviet Union in the Twentieth Century</td>
<td>Option (C)</td>
<td>6</td>
<td>Prerequisites: A level 2 History unit Incompatibilities: HIST2238/HIST3338 Soviet History</td>
<td>Approved by Academic Council - R15/11</td>
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<tr>
<td>F32345</td>
<td>HIST3003</td>
<td>Western Australia: History and Heritage</td>
<td>Option (C)</td>
<td>6</td>
<td>Prerequisites: A level 2 History unit Incompatibilities: HIST2264/HIST3364 Western Australia: History and Heritage</td>
<td>Approved by Academic Council - R15/11</td>
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<tr>
<td>F32357</td>
<td>HIST3004</td>
<td>20th Century Britain</td>
<td>Option (C)</td>
<td>6</td>
<td>Prerequisites: A level 2 History unit Incompatibilities: HIST2245 Britain in the Twentieth Century</td>
<td>Approved by Academic Council - R15/11</td>
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<td>F31694</td>
<td>HIST3005</td>
<td>African American History</td>
<td>Option (C)</td>
<td>6</td>
<td>Prerequisites: A level 2 History unit Incompatibilities: HIST2279/HIST3379 Twentieth-century African–American History</td>
<td>Approved by Academic Council - R15/11</td>
</tr>
<tr>
<td>F32352</td>
<td>HIST3006</td>
<td>Contested Pasts, Contentious Future</td>
<td>Option (C)</td>
<td>6</td>
<td>Prerequisites: A level 2 History unit Incompatibilities: HIST2259 Nationalism and Modernity</td>
<td>Approved by Academic Council - R15/11</td>
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<tr>
<td>F32342</td>
<td>HIST3007</td>
<td>Crime and Punishment in Britain 1600 - 1900</td>
<td>Option (C)</td>
<td>6</td>
<td>Prerequisites: Any level 2 unit in History OR MEMS2002 World Views: Religion, Gender and Society in Pre-modern Europe Incompatibilities: HIST2248 Crime and Punishment in Britain 1700–1900</td>
<td>Approved by Academic Council - R15/11</td>
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<tr>
<td>F31711</td>
<td>HIST3008</td>
<td>From Sudan to Saddam: Australia's Foreign Wars</td>
<td>Option (C)</td>
<td>6</td>
<td>Prerequisites: A level 2 History unit Incompatibilities: HIST2270 From Sudan to Saddam: Australia’s Foreign Wars</td>
<td>Approved by Academic Council - R15/11</td>
</tr>
<tr>
<td>F31708</td>
<td>HIST3009</td>
<td>Mythistory: Science Fiction, Fantasy and the Historical Imagination</td>
<td>Option (C)</td>
<td>6</td>
<td>Prerequisites: A level 2 History unit Incompatibilities: HIST2233 History in Fantasy, Fantasy in History; HIST2233 Mythistory: Science Fiction, Fantasy and the Historical Imagination; HIST3233 History, Fantasy and Tolkien's Worlds</td>
<td>Approved by Academic Council - R15/11</td>
</tr>
<tr>
<td>F32353</td>
<td>HIST3010</td>
<td>Introduction to African History</td>
<td>Option (C)</td>
<td>6</td>
<td>Prerequisites: A level 2 History unit Incompatibilities: HIST2247 Introduction to African History</td>
<td>Approved by Academic Council - R15/11</td>
</tr>
<tr>
<td>F32343</td>
<td>HIST3011</td>
<td>The Vikings</td>
<td>Option (C)</td>
<td>6</td>
<td>Prerequisites: Any level 2 unit in History OR MEMS2002 World Views: Religion, Gender and Society in Pre-modern Europe Incompatibilities: HIST2285/HIST3385 The Vikings</td>
<td>Approved by Academic Council - R15/11</td>
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<td>F34290</td>
<td>HIST3012</td>
<td>Early Modern France 1500 - 1789</td>
<td>Option (C)</td>
<td>6</td>
<td>Prerequisites: Any level 2 unit in History OR MEMS2002 World Views: Religion, Gender and Society in Pre-modern Europe</td>
<td>Approved by Academic Council - R15/11</td>
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Current as at Thursday, 30 May 2013
Changes for 2014: HIST1001 Old Worlds and New Empires

Curriculum

- MJD-HISTY History (BArts) as option
- MJD-EUROS European Studies (BArts) as option
- MJD-MDEMS Medieval and Early Modern Studies (BArts) as option

Level

1

Credit points

6

Outcomes

Students who have completed a level 1 History unit are able to (1) demonstrate an enhanced capacity to understand imaginatively other times, societies and cultures; (2) demonstrate an enhanced awareness of the world we live in through reference to some important aspects of humanity's past experience; (3) demonstrate a knowledge of major historical developments in a range of times and places; (4) identify main issues in a body of complex historical material; (5) critically evaluate differences and issues in others’ interpretations of historical events; (6) describe and interpret evidence of human experience, proposing explanations for the content of such evidence with reference to concepts such as power, myth, representation, culture, and social structure; (7) independently formulate a logical argument, supported by relevant evidence; (8) express ideas clearly in discussion; (9) express ideas in clear, cogent and correct English; (10) conduct independent research by locating and organising information relating to a specific question or problem; (11) apply appropriate critical and analytical tools to historical sources; and (12) demonstrate a knowledge of the motors of historical change in a range of times and places.

Students who complete HIST1001 are able to (1) identify and describe ways in which societies in the medieval and early modern world developed solutions to problems of politics, trade and production; (2) carry out comparative historical analysis of European, African and Asian societies; (3) identify and describe ways in which European conquest disrupted regional trading networks; (4) identify on a map many of the important places discussed in lectures and tutorials; (5) in tutorials and tutorial papers, analyse and critique arguments presented in lectures and the course reader; (6) understand the ways in which pre-modern people wrote about their world, and detect real pre-modern writings from forgeries or later documents; (7) identify primary from secondary historical sources and use both appropriately to construct an argument; (8) plan, organise and write an essay in clear, cogent English, critically using both primary and secondary sources; and (9) reference written work in accordance with the History style guide.

Endorsed by Arts faculty - Associate Dean (Education) Dr Neil O'Sullivan

Justification provided:

Only minor changes consequent on substitution of a document analysis for a bibliographical exercise.

Content

In the period 1250 to 1788 rich and powerful societies in Asia, Europe, Africa and the Americas increasingly came into contact and conflict. This unit investigates the comparative histories of these societies, exploring themes such as the changing views of the world from Islamic and European perspectives, the range and effects of major demographic events such as the Black Death ‘pandemic’ 1345 to 1351, religious proselytisation, the economic bases of different societies, and the beginnings of European colonisation, up to the ‘discovery’ of Australia. Through analysing these themes, students are given the opportunity to develop critical reading, research and written and oral communication skills. Within the context of the progressive development of historical skills required by the History major, the unit introduces students to the elementary principles of historical knowledge. It aims to produce students who can critically analyse and understand (1) how the world
was viewed by people at different times and places in the period 1250 to 1788; (2) how agrarian economies and class structures worked in different parts of the pre-modern world; (3) the effect of disease on world history; (4) what different political structures arose in different parts of the world, and why, during this period; (5) how religious conversion and imperialism operated globally in this period; and (6) colonialism and its implications for ethnic relations, gender relations and slavery.

Assessments tied to outcomes

| Outcome 1: assessed through tutorial participation, research essay, and examination |
| Outcome 2: assessed through tutorial participation, research essay, and examination |
| Outcome 3: assessed through tutorial participation, research essay, and examination |
| Outcome 4: assessed through tutorial participation, research essay, and examination |
| Outcome 5: assessed through research essay and examination |
| Outcome 6: assessed through web tutorial exercise: making and detecting forgeries, research essay, and examination |
| Outcome 7: assessed through document analysis, bibliographic exercise, research essay, and examination |
| Outcome 8: assessed through research essay and examination |
| Outcome 9: assessed through document analysis, bibliographic exercise, and research essay |

Endorsed by Arts faculty - Associate Dean (Education) Dr Neil O'Sullivan

Justification provided:
Only minor changes consequent on substitution of a document analysis for a bibliographical exercise.

Assessment items

This comprises tutorial attendance and participation (10 per cent); a 2000-word research essay (40 per cent); document analysis (40 per cent); bibliographic exercise that is linked to the research essay (10 per cent); and a two-hour end-of-semester examination (40 per cent).

Endorsed by Arts faculty - Associate Dean (Education) Dr Neil O'Sullivan

Justification provided:
Only minor changes consequent on substitution of a document analysis for a bibliographical exercise.

Prerequisites
Nil.

Corequisites
Nil.

Incompatibilities
HIST1101 Old Worlds, New Empires 1250–1750

Availabilities
Semester 1 2013, Crawley, face to face
Semester 1 2014, Albany, face to face
Semester 1 2014, Crawley, face to face
<table>
<thead>
<tr>
<th>Is broadening category A?</th>
<th>True</th>
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</thead>
<tbody>
<tr>
<td>Is broadening category B?</td>
<td>True</td>
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</tbody>
</table>
## Changes for 2014: HIST1002 The Modern World

| Curriculum          | MJD-HISTY History (BArts) as option  
| MJD-EUROS European Studies (BArts) as option |
| Level               | 1 |
| Credit points       | 6 |

### Outcomes

Students who have completed a level 1 History unit are able to:
1. Demonstrate an enhanced capacity to understand imaginatively other times, societies and cultures;
2. Demonstrate an enhanced awareness of the world we live in through reference to some important aspects of humanity’s past experience;
3. Demonstrate a knowledge of major historical developments in a range of times and places;
4. Identify main issues in a body of complex historical material;
5. Critically evaluate differences and issues in others’ interpretations of historical events;
6. Describe and interpret evidence of human experience, proposing explanations for the content of such evidence with reference to concepts such as power, myth, representation, culture, and social structure;
7. Independently formulate a logical argument, supported by relevant evidence;
8. Express ideas clearly in discussion;
9. Express ideas in clear, cogent and correct English;
10. Conduct independent research by locating and organizing information relating to a specific question or problem;
11. Provide historical sources and apply appropriate critical and analytical tools to historical sources; and
12. Demonstrate a knowledge of the motors of historical change in a range of times and places.

HIST 1002 will provide successful students with the intellectual tools necessary to progress to Level 2 units in the study of history at the University of Western Australia. Upon successful completion of HIST 1002, students will be able to:
1. Demonstrate an enhanced capacity to understand imaginatively other times, societies and cultures in the making of the modern world;
2. Demonstrate an enhanced awareness of the world we live in through reference to some important aspects of humanity’s recent past;
3. Demonstrate a knowledge of major historical developments in a range of times and places, from 1789 until 2010;
4. Identify main issues in a body of complex historical material focusing on the modern world;
5. Critically evaluate differences and issues in others’ interpretations of major historical events since 1789;
6. Describe and interpret evidence of human experience, proposing explanations for the content of such evidence with reference to concepts such as power, myth, representation, culture, and social structure as manifest in modern history;
7. Independently formulate a logical argument, supported by relevant evidence;
8. Express ideas clearly in discussion;
9. Express ideas in clear, cogent and correct English;
10. Conduct independent research by locating and organizing information relating to a specific question or problem;
11. Apply appropriate critical and analytical tools to historical sources; and
12. Demonstrate a knowledge of the motors of historical change in a range of times and places since 1789.

Endorsed by Arts faculty - Workbook

No justification or notes provided.

### Content

This unit examines the processes, experiences and events that transformed key features of world history in the period c.1789 to 2002. Core themes include ‘Revolutions’ (industrial, political and cultural); ‘Ideologies’ (political and gender); ‘Violence and Conflict’ (international, environmental and interpersonal); ‘Citizenship, Power and Enfranchisement’; and ‘Identities and Communities’ (national, colonial, urban and suburban). Subjects studied include political ideas and mass movements; social change and the expansion in consumer culture; war and its legacy; the transformation of the public and private spheres; and behavioural, cultural and environmental change in the nineteenth and twentieth centuries. Throughout the
In studying the unit, students gain an awareness of (1) how intellectual cultures and ideologies shaped the evolution of modern political structures, international relations and warfare; (2) the relationship between nationalism, nation-state building and international conflicts; (2) environmental history and its impact on world events; (3) revolutionary experiences; (4) industrialisation and its economic, social and cultural consequences; (5) power, inequality and citizenship; and (6) violence, gender and the civilising process.

<table>
<thead>
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<th>Assessments tied to outcomes</th>
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<tr>
<td><strong>A. Tutorial Attendance and Participation.</strong></td>
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<tr>
<td>• <strong>Assesses outcomes</strong> 1, 2, 3, 5, 6, 8, 9</td>
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<tr>
<td><strong>B. Bibliographic Exercise.</strong></td>
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<td>• <strong>Assesses outcomes</strong> 4, 5, 9, 10, 11</td>
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<tr>
<td><strong>C. Research Essay.</strong></td>
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<td>• <strong>Assesses outcomes</strong> 1, 2, 5, 6, 7, 9, 10, 11</td>
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<td><strong>D. Two-hour End-of-Year Exam.</strong></td>
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<tr>
<td>• <strong>Assesses outcomes</strong> 1, 2, 3, 6, 7, 8, 12. will be assessed through the research essay, tutorial discussion and examination.</td>
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<tr>
<td><strong>Outcome 8 will be assessed in tutorial discussion.</strong></td>
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<tr>
<td><strong>Outcomes 10 and 11 will be assessed through the bibliographic exercise.</strong></td>
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**Endorsed by Arts faculty - Workbook**
No justification or notes provided.

**Assessment items**
This comprises tutorial attendance and participation, a 2000-word research essay, a bibliographic exercise that is linked to the research essay, and a two-hour end-of-semester examination.

**Prerequisites**
Nil.

**Corequisites**
Nil.

**Incompatibilities**
Nil.

**Availabilities**
Semester 2 2013, Crawley, face to face
Semester 2 2014, Albany, face to face
Semester 2 2014, Crawley, face to face

**Is broadening category A?**
True

**Is broadening category B?**
True
## Changes for 2014: HIST1901 Environmental History

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<tr>
<td>Credit points</td>
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**Outcomes**

Students who have completed a level 1 History unit are able to (1) demonstrate an enhanced capacity to understand imaginatively other times, societies and cultures; (2) demonstrate an enhanced awareness of the world we live in through reference to some important aspects of humanity's past experience; (3) demonstrate a knowledge of major historical developments in a range of times and places; (4) identify main issues in a body of complex historical material; (5) critically evaluate differences and issues in others' interpretations of historical events; (6) describe and interpret evidence of human experience, proposing explanations for the content of such evidence with reference to concepts such as power, myth, representation, culture, and social structure; (7) independently formulate a logical argument, supported by relevant evidence; (8) express ideas clearly in discussion; (9) express ideas in clear, cogent and correct English; (10) conduct independent research by locating and organising information relating to a specific question or problem; (11) apply appropriate critical and analytical tools to historical sources; and (12) demonstrate a knowledge of the motors of historical change in a range of times and places.

Students who have completed HIST1901 are able to (1) formulate sound arguments about how human dealings with the environment have been shaped by their historical contexts (social, political, economic, cultural, and environmental); (2) describe the historical processes leading to environmental change in a range of places and periods; (3) demonstrate an awareness of the ways in which historically-determined ideas about the environment inform current environmental policies and debates; (4) demonstrate knowledge of a range of key debates in environmental history; (5) identify, critically evaluate and respond to arguments presented in secondary sources, both collaboratively and independently; and (6) express ideas cogently in verbal and essay forms.

**Content**

What factors have shaped human dealings with the natural world? How have people changed the environment? And how have different societies responded to environmental change over time? These are the questions at the heart of this unit, which offers an introduction to environmental history. A survey of the field follows key historical debates on topics including Indigenous environmental impacts, human-animal relationships, El Niño land management and nineteenth century Indian famines, what Australian environments looked like in 1788, to the causes of the American dust bowl, the politics of fisheries, the cultural significance of wilderness and implications of preservationism, the 'green' policies of Nazi Germany and relationships between nature and nationalism. Students gain an understanding of the myriad factors shaping relationships between people and environments in the past; an understanding that is essential for interpreting the environmental problems we face today.

**Endorsed by Arts faculty - Workbook**

No justification or notes provided.

**Endorsed by Arts faculty - Associate Dean (Education) Dr Neil O'Sullivan, 16/04/2013**

No justification or notes provided.
### Assessments tied to outcomes

- **Workshop Assessment**: Here we will do the work identified in outcome 5, and build the knowledge base required for demonstration of outcomes 1-4.

- **Oral presentation** (15%). This will require students to develop the abilities indicated under outcomes 1 and 6.

- **Short 1 x 750 word short essay** (25%). This will require students to develop the abilities indicated under outcomes 2 and 6.

- **Review 1 x 2000 word review essay** (40%). This essay will require students to develop the abilities indicated under outcomes 3 and 6.

Endorsed by Arts faculty - Associate Dean (Education) Dr Neil O'Sullivan, 16/04/2013

No justification or notes provided.

### Assessment items

This comprises workshop participation (20 per cent); an oral presentation (15 per cent); a 750-word short essay (25 per cent); and a 2000-word review essay (40 per cent).

Endorsed by Arts faculty - Associate Dean (Education) Dr Neil O'Sullivan, 16/04/2013

No justification or notes provided.

### Prerequisites

Nil.

### Corequisites

Nil.

### Incompatibilities

HIST2201 Environmental History

### Availabilities

Semester 2 2013, Crawley, face to face

Not available in 2014

### Is broadening category A?

True

### Is broadening category B?

True
## Changes for 2014: HIST2001 Restaging the Past: Cinema and the Practice of History

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>MJD-HISTY History (BArts) as option</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level</td>
<td>2</td>
</tr>
<tr>
<td>Credit points</td>
<td>6</td>
</tr>
</tbody>
</table>

### Outcomes

Upon successful completion of a level 2 History unit, students will have received the necessary training, particularly addresses specifically historiographical concerns, in historiography, to enable them line with the intention to progress to a level 3 History unit (although completion of the major will require further level 2 work to augment students through generic, historiographical and reinforce this instruction). They will be research skills as they complete their majors. Students are able to (1) describe and assess the basic historiographical issues characteristic, engage with history as a discipline and as a social practice and present this engagement in oral and written forms; (2) develop an awareness of representations of the past in everyday life; (3) develop the ability to articulate multidisciplinary, analytical, and critical interpretations of historical events; (4) enhance their ability to formulate personal opinions with regard to contentious problems; (5) view a wide array of cinematographic sources to understand history; (6) become familiar with methods and approaches used to understand cinema; (7) develop the ability to make use of aural and visual stimuli in history writing; (8) enhance skills in independent and original research; and (9) gain some insights into the possibilities of using cinematographic material, be it fiction, documentaries or newsreel to discover aspects of the past. By the end of Level 2, students in the discipline of History are able to (1) evaluate at least some of the historiographical frameworks of the discipline of History; (2) identify and evaluate at least some of the historiographical problems posed by the content of frameworks in the particular units they are studying; (3) demonstrate a detailed understanding of the subject matter of material in the various units they have studied; (4) locate find appropriate sources for both review and research essays; and (5) present advanced arguments in both written and oral assessments using the conventions of the historical discipline.

In this unit students will (1) enhance their knowledge of basic historiographical issues characteristic of the discipline of history through the study of the relationship between film and history; (2) identify and evaluate historiographical issues associated with the study of the relationship between film and history; (3) demonstrate a detailed knowledge of the way film has engaged with history and our understanding of the past; (4) locate and use film and text sources for a research essay; and (5) present arguments on the way film has engaged with history in both written and oral assessments using the conventions of the historical discipline.

Endorsed by Arts faculty - Workbook

**Notes:**
Clarification of outcomes and their linkage to assessment.

### Content

Historians do not have a monopoly on the telling of history. Since its birth, cinema has been deeply involved in narrating and communicating the past. Indeed, it is perhaps the primary focus through which people of the last four or five generations have engaged with the past. The heroes and villains, the tragedies and the comedies, the unexpected and the clichéd, which have gone into the restaging of history on the silver screen, are a fundamental part of how society through the twentieth century has talked about and imagined what has gone before. Engaging with cinema gives students the chance to explore history, not only as a discipline but as social practice, while enhancing an awareness of representations of the past in...
everyday life. Students explore the extent to which films increase or decrease our understanding of historical issues, events and personalities. They consider how seriously on-screen accounts of the past should be taken, how historical films compare to academic accounts and what to make of the immediacy with which cinema projects interpretations of the past. Cinema is not just a didactic tool; the ways in which film directors or newsreel producers choose their subject and how to portray it, or how these cultural products are used, hands back to the historian traces of the past itself. In other words while cinema attempts to tell the past it becomes itself a valuable source for investigating history. The moving images of history films are themselves historical documents which reveal the cultural imperatives of different ages or of different social groups, the projection of historically specific identities, world views forgotten, different constructions of the body and space, or fashion and demeanour. The intersecting of these two approaches to cinema, that is history as film and film as history, is the focal point of the unit.

### Assessments tied to outcomes

<table>
<thead>
<tr>
<th>1. A critical film review  [outcomes 1, 2, 3, 4, 5]</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Participation in tutorials [outcomes 2, 3, 5]</td>
</tr>
<tr>
<td>3. Research Essay [outcomes 1, 2, 3, 4, 5]</td>
</tr>
<tr>
<td>4. Take Home Exam [outcomes 1, 2, 3, 4, 5]</td>
</tr>
</tbody>
</table>

Tutorial performance will assess the first point above. The first assignment will assess points 5, 6 and 9. The research essay will assess points 1-9 but particularly point 8. The take home exam will assess points 1-9.

Endorsed by Arts faculty - Workbook

**Notes:**

Clarification of outcomes and their linkage to assessment.

### Assessment items

This comprises tutorial participation, a 1000-word film review, a 2000-word major essay and a 1500-word take-home assessment paper.

### Prerequisites

A level 1 History unit

### Corequisites

Nil.

### Incompatibilities

HIST2223 Restaging the Past: Cinema and the Practice of History

### Availabilities

Semester 2 2013, Crawley, face to face

Not available in 2014

### Is broadening category A?

False

### Is broadening category B?

True
## Changes for 2014: HIST2002 The Rise and Fall of European Fascism

### Curriculum

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>MJ-D-HISTY History (BArts) as option</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>MJ-D-EUROS European Studies (BArts) as option</td>
</tr>
</tbody>
</table>

### Level

2

### Credit points

6

### Outcomes

Upon successful completion of a level 2 History unit, students will have received the necessary training, particularly in historiography, to enable them to progress to a level 3 History unit (although completion of the major will require further level 2 work to augment and reinforce this instruction). They will be able to (1) describe and assess the basic historiographical issues characteristic of the discipline of History; (2) identify and evaluate the historiographical problems posed by the content of the particular unit they are studying; (3) demonstrate a detailed understanding of the subject matter of the unit they have studied; (4) locate appropriate sources for research essays; and (5) present arguments in both written and oral assessments using the conventions of the historical discipline.

Upon completion of this unit, students will have (1) gained knowledge about the history of European fascism; (2) increased their understanding of the conceptual tools that historians have used to comprehend this history; and (3) enhanced their mastery of historiographical approaches appropriate for the study of fascism's ideology. Students will also have developed their generic skills in (A) oral discussion; (B) bibliography and research; (C) the formal presentation of research material; (D) the development of complex argument; and (E) the marshalling of evidence and ideas in concise form.

Endorsed by Arts faculty - Workbook

No justification or notes provided.

### Content

Aggressive movements dedicated to racial renaissance, charismatic authoritarianism, and social hierarchy marched across Europe during the years after World War I. By the onset of the Great Depression, everywhere they challenged the continent’s established regimes. Only defeat in World War II and revelation of Nazi atrocities at Auschwitz halted the seemingly irresistible advance of these ‘fascist’ and ‘national-socialist’ movements. Even today, many of us fear that fascism will climb from its grave and once again terrorise the world. This unit studies the rise, fall and resurgence of European fascism, and addresses the many mysteries that surround its history. Was fascism the descendent of earlier counter-revolutionary traditions, or was it the unique product of the ‘Era of World Wars’? Can one equate Mussolini’s Italian Fascists with Hitler’s Nazis, or were these movements too different to be merged into a ‘European fascism’? What might account for the explosion of fascist politics between the wars: collective psychosis, capitalist crisis, or ‘totalitarian’ modernisation? And what about today’s European ultra-right? Does fascism have a future?

### Assessments tied to outcomes

**Tutorial participation** will manifest unit outcomes 1, 2, 3, A, D, and E.

**The bibliographical exercise** will manifest unit outcomes 3 and B.

**The historiographical essay** will manifest unit outcomes 1, 2, 3, B, C, D, and E.

**The review essay** will manifest unit outcomes 1, 2, 3, D and E. Tutorial performance will be assessed to encourage the development of oral discussion skills in relation to the development of complex argument and the marshalling of evidence and ideas in concise form. Students will write a major essay requiring a preliminary study of the subject and an in-depth presentation of the main arguments. This essay will test the student’s ability to synthesise and critically evaluate multiple sources of evidence, and to present a well-argued, well-written argument.
A bibliographical exercise designed to develop their skills in bibliography and research. The major essay itself will require the application of a wide range of historiographical approaches to the assessment of a classic interpretation of Fascism, thereby enhancing students’ mastery of historiographical approaches to Fascism and developing generic skills in the formal presentation of research material, the development of complex argument, and the marshalling of evidence and ideas in concise form. There will be a final review essay which will encourage development of an overall understanding of the history of European Fascism and of the conceptual tools appropriate to its comprehension, as well as developing generic skills in the formal presentation of research material, the development of complex argument, and the marshalling of evidence and ideas in concise form.

Endorsed by Arts faculty - Workbook

**Justification provided:**
Only minor changes to assessment, and clarification of outcomes and their linkage to assessment.

<table>
<thead>
<tr>
<th>Assessment items</th>
<th>This comprises tutorial participation; bibliographical exercise; historiographical essay; and review essay.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisites</td>
<td>A level 1 History unit</td>
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<tr>
<td>Corequisites</td>
<td>Nil.</td>
</tr>
<tr>
<td>Incompatibilities</td>
<td>HIST2231 Rise and Fall of European Fascism</td>
</tr>
<tr>
<td>Availabilities</td>
<td>Not available in 2013</td>
</tr>
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<td></td>
<td>Semester 2 2014, Crawley, face to face</td>
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</tbody>
</table>

**Is broadening category A?**
False

**Is broadening category B?**
True
Changes for 2014: HIST2003 Crises and Controversies in Australian History

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>MJD-HISTY History (BArts) as option</th>
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</thead>
<tbody>
<tr>
<td>Level</td>
<td>2</td>
</tr>
<tr>
<td>Credit points</td>
<td>6</td>
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</table>

**Outcomes**

Upon successful completion Students are able to (1) formulate sound arguments about the operation of a level 2 History unit, students will have received the necessary training, particularly power and resistance in the Australian past; (2) demonstrate knowledge of a range of key debates in Australian historiography to enable them to progress; (3) identify, critically evaluate and respond to arguments presented in secondary sources, both collaboratively and independently; and (4) express ideas cogently in essay form. By the end of Level 2, students in the discipline of History are able to a level 3 History unit (although completion of the major will require further level 2 work to augment and reinforce this instruction). They will be able to (1) describe and assess the basic (1) evaluate at least some of the historiographical issues characteristic frameworks of the discipline of History; (2) identify and evaluate at least some of the historiographical problems posed by the content frameworks in the particular units they are studying; (3) develop a detailed understanding of the subject matter of material in the units they have studied; (4) locate appropriate sources for both review and research essays; and (5) present advanced arguments in both written and oral assessments using the conventions of the historical discipline.

In this unit students will (1) describe and assess basic historiographical issues encountered in historical scholarship on Australian topics; (2) identify, critically evaluate and respond to historical arguments presented in secondary sources about the Australian past, both collaboratively and independently (3) demonstrate detailed knowledge of a range of moments of crisis and controversy in the Australian past (4) use relevant sources for historiographical essays and (5) present arguments in both written and oral assessments using the conventions of the historical discipline.

**Endorsed by Arts faculty - Workbook**

No justification or notes provided.

**Content**

This unit hones in on moments of crisis and controversy as a means by which to understand dynamics of power and resistance in the Australian past. Crises investigated include both the famous and less well-known, and range thematically from the black war in Tasmania to women's liberation. This approach to the Australian past highlights both the depth and range of social divisions over time, and illuminates processes of social and cultural change, especially those involving popular participation. As such moments are often accompanied by debates over historical interpretation, the unit also investigates the nature of history, and how we come to understand historical events.

**Assessments tied to outcomes**

1. This comprises workshop participation (outcomes 1, 2, 3).
2. Two workshop papers (outcomes 2, 3, 4, 5).
3. And a review essay (outcomes 1, 4, 5).

**Notes:**

Only minor changes to assessment and teaching pattern, and clarification of
<table>
<thead>
<tr>
<th>outcomes</th>
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<tbody>
<tr>
<td><strong>Assessment items</strong></td>
</tr>
<tr>
<td><strong>Prerequisites</strong></td>
</tr>
<tr>
<td><strong>Corequisites</strong></td>
</tr>
<tr>
<td><strong>Incompatibilities</strong></td>
</tr>
</tbody>
</table>
| **Availabilities** | Not available in 2013  
Semester 2 2014, Crawley, face to face |
| **Is broadening category A?** | False |
| **Is broadening category B?** | True |
Changes for 2014: HIST2004 Europe: Crusades to Black Death

Curriculum

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>MJD-HISTY History (BArts) as option</th>
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</thead>
<tbody>
<tr>
<td>Level</td>
<td>2</td>
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<tr>
<td>Credit points</td>
<td>6</td>
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</table>

Outcomes

Upon successful completion of a level 2 History unit, students will have received the necessary training, particularly in historiography, to enable them to progress to a level 3 History unit (although completion of the major will require further level 2 work to augment and reinforce this instruction). They will be able to (1) describe and assess the basic historiographical issues characteristic of the discipline of History; (2) identify and evaluate the historiographical problems posed by the content of the particular unit they are studying; (3) demonstrate a detailed understanding of the subject matter of the unit they have studied; (4) locate appropriate sources for research essays; and (5) present arguments in both written and oral forms using the conventions of the historical discipline.

Upon successful completion of this unit, students have an extensive and culturally sensitive knowledge both of the history of Europe 1100–1500, and also of the major historical debates surrounding the period. They are able to (1) identify and describe analytically major trends in European history 1100–1500; (2) identify and analyse major historiographical debates about these trends; (3) understand and explain the cultural contexts of primary source evidence; (4) critically assess secondary source writings against the primary evidence; (5) critically assess secondary sources against other secondary sources in the relevant historiography; (6) begin to identify different schools of historical writing; (7) begin to identify different schools of historical writing; (7) work collaboratively to analyse historical problems; (8) make a clear oral presentation of an analysis of a historical problem; (9) develop an independent analysis of an historical problem, using both primary and secondary sources; and (10) plan, organise and write an essay in clear, cogent English, critically using both primary and secondary sources with the appropriate scholarly apparatus.

Endorsed by Arts faculty - Workbook

No justification or notes provided.

Content

In the period 1100 to 1500, Europe underwent many startling historical developments. Institutions that we now take for granted—nations, universities, marriage structures, parliaments—either appeared for the first time or underwent radical change. New inventions such as print technology arguably transformed cultures and societies. New contacts were made with areas and cultures outside Europe; first with the Crusades, and then with the beginnings of European exploration and exploitation of the Americas and India. The period included a major demographic disaster—the Black Death—in which up to 50 per cent of the population may have died in one epidemic alone. What caused these changes, and what their effects were, remain subjects of intense historical dispute. This unit centres around a series of important historical debates. Among them are—are the Crusades best characterised as ‘Holy Wars’ or territorial expansionism? Was there such a phenomenon as the ‘Twelfth Century Renaissance’, and if so, what kind of ‘renaissance’ was it? Did the thirteenth century see the birth of a ‘persecuting society’? What were the social, political and cultural effects of the Black Death, and how do we determine them? Did the relative status and power of women and men change over the period 1100 to 1500, and if so why? Was the sixteenth-century religious Reformation brought about because the late-medieval church had failed, or because it had succeeded too well?
Assessments tied to outcomes

Level 2 History outcome 1 will be assessed in tutorial/workshop participation and weekly quiz the research essay.

Level 2 History outcome 2 will be assessed in the group presentation, with critical bibliography, and the research essay.

Outcome 3 will be assessed in the weekly quiz, tutorial/workshop participation, presentation with report, and the research essay with critical bibliography.

Level 2 History outcome 3 will be assessed in the presentation with report and the essay.

Level 2 History outcome 4 will be assessed in the essay with critical bibliography, the group presentation and the research essay.

Level 2 History outcome 5 will be assessed in the essay and critical bibliography, the group presentation, and the research essay.

Unit outcome 1 Outcome 6 will be assessed in the weekly quiz, group presentation and the research essay with critical bibliography.

Outcome 7 will be assessed in tutorial/workshop participation weekly quiz and essay the group presentation.

Unit outcome 2 Outcome 8 will be assessed in tutorial/workshop participation and the group presentation, essay and critical bibliography.

Unit outcome 3 will be assessed in the weekly quiz, tutorial/workshop participation, and essay with critical bibliography.

Unit outcome 4 Outcome 9 will be assessed in tutorial/workshop participation and the group presentation, and the research essay.

Unit outcome 5 Outcome 10 will be assessed in tutorial/workshop participation and presentation, and the essay with critical bibliography.

Unit outcome 6 will be assessed in tutorial/workshop participation and weekly quiz the research essay.

Endorsed by Arts faculty - Workbook

Notes:
Minor changes to assessment and clarification of outcomes and their linkage to assessment.

Assessment items
This comprises a weekly online quiz on assigned readings and content of lectures; participation in tutorials/workshops including presentation and a 500-word report; and a 3000-word essay with critical bibliography.

Prerequisites
A level 1 History unit

Corequisites
Nil.

Incompatibilities

Availabilities
Not available in 2013
Semester 1 2014, Crawley, face to face

Is broadening category A?
False
<p>| Is broadening category B? | True |</p>
<table>
<thead>
<tr>
<th>Changes for 2014: HIST2005 Hitler, The Holocaust and the Historians</th>
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</thead>
</table>
| **Curriculum** | MJD-HISTY History (BArts) as option  
MJD-EUROS European Studies (BArts) as option |
| **Level** | 2 |
| **Credit points** | 6 |
| **Outcomes** | Upon successful completion of a level 2 History unit, students will have received the necessary training, particularly in historiography, to enable them to progress to a level 3 History unit (although completion of the major will require further level 2 work to augment and reinforce this instruction). They will be able to (1) describe and assess the basic historiographical issues characteristic of the discipline of History; (2) identify and evaluate the historiographical problems posed by the content of the particular unit they are studying; (3) demonstrate a detailed understanding of the subject matter of the unit they have studied; (4) locate appropriate sources for research essays; and (5) present arguments in both written and oral assessments using the conventions of the historical discipline.  
  
In this unit students will (1) describe and assess basic historiographical issues through the example of the historiography of National Socialism and the Holocaust; (Students (1) deepen their knowledge about the history of modern Germany (1815–1945) as well as of Germany and Europe under National Socialism (1933–1945); (2) gain the ability to critically discuss major issues of historical interpretation of National Socialism and the Holocaust through an advanced familiarity with and understanding of, the historiography of the Holocaust and Nazi Germany; (3) develop their knowledge about further develop basic skills of the history of modern Germany (1815–1945) and as such as well as of Germany effective and Europe under National Socialism (1933–1945); critical reading of secondary sources, construction of historical arguments, clear communication of them and exact referencing in footnotes and bibliographies; and (4) locate sources for researching a further develop the ability to coordinate work in small teams. By the end of Level 2, students in the discipline of History are able to (1) evaluate at least some of the historiographical essay frameworks of the discipline of History; (2) evaluate at least some of the historiographical frameworks in the particular units they are studying; (3) develop a detailed understanding of the subject material in the various units they have studied; (4) find appropriate sources for both review and research essays; and (5) present their advanced arguments in both written and oral assessments using the conventions of the historical discipline.  
  
Endorsed by Arts faculty - Workbook  
No justification or notes provided. |
| **Content** | This unit focuses on the historiography of National Socialism. It explores two major discussions among historians: (1) How did National Socialism come into existence? Was it the result of a specific German deviation from the natural course of history or the very essence of modernity? (2) How did the horror of the industrialised killing of the Jewish population emerge as one of the central results of Nazi rule over Europe? Was it planned all along by Hitler and his henchmen, or was it the outcome of a cumulative process of radicalisation? Why did so many participate in this genocide and why was there so little resistance against it? |
| **Assessments tied to outcomes** | This comprises Goals 1, 2 and 3 will be assessed through a weekly online quiz on assigned readings and content of lectures (25 per cent) [outcomes 1, 2, 3];.  
Goals 2 and 3 will be assessed through a 3,000 word historiographically based essay. |
Goal 4 will be assessed through participation grade in workshops including presentation and a 500-word report (25 per cent) [outcomes 1, 2, 3, 5]; and, which includes a 3000-word essay (50 per cent) [outcomes 1, 2, 3, 4, 5] peer assessment component.

Endorsed by Arts faculty - Workbook

Notes:
Only minor changes to clarify outcomes and their linkage to assessment

<table>
<thead>
<tr>
<th>Assessment items</th>
<th>This comprises a weekly online quiz on assigned readings and content of lectures; participation in workshops including presentation and a 500-word report; and a 3000-word essay.</th>
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</thead>
<tbody>
<tr>
<td>Prerequisites</td>
<td>A level 1 History unit</td>
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<tr>
<td>Corequisites</td>
<td>Nil.</td>
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<tr>
<td>Incompatibilities</td>
<td>HIST1122 History, the Holocaust and the Historians; HIST2237: German History from Bismarck to Hitler</td>
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<tr>
<td>Availabilities</td>
<td>Not available in 2013</td>
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<td>Semester 1 2014, Crawley, face to face</td>
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<tr>
<td>Is broadening category A?</td>
<td>False</td>
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<tr>
<td>Is broadening category B?</td>
<td>True</td>
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## Changes for 2014: HIST2006 Imperial America 1845 - Present

<table>
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<tr>
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<th>MJD-HISTY History (BArts) as option</th>
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</thead>
<tbody>
<tr>
<td>Level</td>
<td>2</td>
</tr>
<tr>
<td>Credit points</td>
<td>6</td>
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</table>

### Outcomes

Upon successful completion of a level 2 History unit, students will have received the necessary training, particularly in historiography, to enable them to progress to a level 3 History unit (although completion of the major will require further level 2 work to augment and reinforce this instruction). They will be able to (1) describe and assess the basic historiographical issues characteristic of the discipline of History; (2) identify and evaluate the historiographical problems posed by the content of the particular unit they are studying; (3) demonstrate a detailed understanding of the subject matter of the unit they have studied; (4) locate appropriate sources for research essays; and (5) present arguments in both written and oral assessments using the conventions of the historical discipline.

This unit requires students to reckon with the historiographical foundations of United States history as well as the specific content of the American past as a field of study. Emphasis on historiography will provide a foundation for Level 3 units. Upon successful completion of the unit, students will be able to (A) demonstrate detailed knowledge of the major events and key political and cultural movements in United States history from 1845 to present; (B2) demonstrate an ability to critically interrogate and apply key concepts in US historiography, such as periodisation, race, class, gender, sexuality, and nation; (C) engage a range of primary source materials, including textual, visual (photographic, cartoons, etc.) and aural sources; (D4) identify main historiographical debates issues in a body of scholarly literature; (E6) complete a research project that forwards an original argument, and which engages with relevant evidence drawn from primary and secondary sources; and (F6) more eloquently express arguments, ideas and research in clear, cogent and correct English in both written and oral form.

### Assessments tied to outcomes

**This comprises Assessments are linked to outcomes as follows:**

1. Workshop participation (20 per cent); annotated bibliography (20 per cent); and research essay (60 per cent).
   - Participation marks assess outcomes including presentations) - linked to 1, 2, 3, 5, as well as A, B, C, D4, and F6.
   - The annotated bibliography mark assesses outcomes 1, 2, 3, 4, 5, and 6.

Endorsed by Arts faculty - Workbook

No justification or notes provided.

### Content

The United States is a nation born of revolutionary struggle against an imperial power, yet its core concept of human emancipation was founded upon the enslavement of Africans and the expropriation of native people’s lands. This unit examines these deep, shifting, and persistence contradictions, from the US–Mexico War to the present day. It is a social and cultural history of the nation and its diverse peoples, with special emphasis on the interaction of everyday life, high politics, and evolving political economies. Students gain specific knowledge of American history by analysing its social movements, political transformations, foreign policies, and the effects of economic change. At the same time, they gain an understanding of basic issues in the historiography of the United States.
3) Final Research Essay (2500 words) linked to 1, 2, 3, 4, 5, as well as A-F.

* The final research essay is a capstone achievement for the unit, and assesses all outcomes (save for oral presentation of argument).

Endorsed by Arts faculty - Workbook

**Notes:**
Clarification of objectives and their linkage to assessment.

<table>
<thead>
<tr>
<th>Assessment items</th>
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<tbody>
<tr>
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<tr>
<td>Corequisites</td>
<td>Nil.</td>
</tr>
<tr>
<td>Incompatibilities</td>
<td>HIST2240 Cowboy Colonialism: the American West; HIST2275 The USA from Civil War to Superpower; HIST2277 The USA since 1945</td>
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<tr>
<td>Availabilities</td>
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<tr>
<td>Is broadening category B?</td>
<td>True</td>
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**Changes for 2014: HIST2007 Thinking History**

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<tr>
<th>Curriculum</th>
<th>MJD-HISTY History (BArts) as option</th>
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<tbody>
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<tr>
<td>Credit points</td>
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</tr>
</tbody>
</table>

**Outcomes**

Upon successful completion of a level 2 History unit, students will have received the necessary training, particularly in historiography, to enable them to progress to a level 3 History unit (although completion of the major will require further level 2 work to augment and reinforce this instruction). They will be able to (1) describe and assess the basic historiographical issues characteristic of the discipline of History; (2) identify and evaluate the historiographical problems posed by the content of the particular unit they are studying; (3) demonstrate a detailed understanding of the subject matter of the unit they have studied; (4) locate appropriate sources for research essays; and (5) present arguments in both written and oral assessments using the conventions of the historical discipline.

Students who have completed HIST2007 will understand (1) encounter the major conceptual approaches to the study of history and (2) understand the development of the discipline since its establishment as a formal domain of study. More generally, students develop their generic skills in (A) oral discussion; (B) the formal presentation of research material; (C) the development of complex argument; and (D) the marshalling of evidence and ideas in concise form. By the end of Level 2, students in the discipline of History are able to (1) evaluate at least some of the historiographical frameworks of the discipline of History; (2) evaluate at least some of the historiographical frameworks in the particular units they are studying; (3) develop a detailed understanding of the subject material in the various units they have studied; (4) find appropriate sources for both review and research essays; and (5) present advanced arguments in both written and oral assessments using the conventions of the historical discipline.

**Endorsed by Arts faculty - Workbook**

No justification or notes provided.

**Content**

This unit answers the question—What is History? The unit examines the development of the History discipline in order to illuminate historians' practice today. Students master 'historiography'—the theoretical foundation of our discipline. Such theory can be as exciting as the past itself. Historians have disagreed bitterly about historical practice, to the point where commentators write passionately about 'history wars'. The unit surveys the embattled development of our discipline by examining exemplary historians. It locates these figures in their time and place, while relating them to the great conceptual issues that divide historians today. Among these issues, it studies the long-running conflict between political history and social history, discusses feminist and postcolonial interventions in the History discipline, and considers post-modern critiques of historical 'truth' itself. The unit is recommended for all students planning to proceed to honours in History and wishing to gain an enhanced understanding of historical theory.

**Assessments tied to outcomes**

*Tutorial participation will manifest unit outcomes 1, 2, A, C, and D.*

*The research essay will manifest unit outcomes 1, 2, B, C, and D.*

*The review essay will manifest unit outcomes 1, 2, C, and D.*

Tutorial performance will be assessed to encourage the development of oral discussion skills in relation to the development of complex argument and the marshalling of evidence and ideas in concise form. Students will write a research essay requiring assessment of a major historian's contribution to historical practice, thereby enhancing their mastery of
historiographical understanding and developing generic skills in the formal presentation of research material, the development of complex argument, and the marshalling of evidence and ideas in concise form. There will be a review essay which will encourage development of an overall understanding of the history of History and of the discipline’s approaches to studying the past, as well as developing generic skills in the formal presentation of research material, the development of complex argument, and the marshalling of evidence and ideas in concise form.

<table>
<thead>
<tr>
<th>Assessment items</th>
<th>This comprises tutorial participation; historiographical essay; and review essay.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisites</td>
<td>A level 1 History unit</td>
</tr>
<tr>
<td>Corequisites</td>
<td>Nil.</td>
</tr>
<tr>
<td>Incompatibilities</td>
<td>Nil.</td>
</tr>
<tr>
<td>Availabilities</td>
<td>Semester 1 2013, Crawley, face to face</td>
</tr>
<tr>
<td></td>
<td>Semester 1 2013, Albany, face to face</td>
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<tr>
<td></td>
<td>Semester 2 2014, Crawley, face to face</td>
</tr>
<tr>
<td>Is broadening category A?</td>
<td>False</td>
</tr>
<tr>
<td>Is broadening category B?</td>
<td>True</td>
</tr>
</tbody>
</table>
## Changes for 2014: HIST2008 White Supremacy

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>MJD-HISTY History (BArts) as option</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level</td>
<td>2</td>
</tr>
<tr>
<td>Credit points</td>
<td>6</td>
</tr>
</tbody>
</table>

### Outcomes

Upon successful completion: Students are able to (1) identify and describe some of the white supremacist ideologies used to justify conquest, domination and discrimination; (2) identify and describe some of the historical analyses that connect class, race and white supremacy in the United States, South Africa and Australia, and gender and white supremacy in the United States and South Africa; (3) identify and describe some of the legal practices that affected Indigenous peoples in Australia and New Zealand; (4) describe some of the ideas put forward by M. L. King, Malcolm X., Nelson Mandela and Steve Biko; (5) in workshops/tutorials and in written work analyse and critically evaluate differences in interpretations of historical events presented in lectures and the course reader; (6) research, plan, organise a level 2 History unit, research essay, and in this essay independently formulate a logical argument, supported by relevant evidence; (7) express arguments, ideas and research in clear, cogent and correct English; and (10) reference written work using the Oxford style. By the end of Level 2, students will have received the necessary training, particularly in historiography, to enable them to progress in the discipline of History are able to a level 3 History unit (although completion of the major will require further level 2 work to augment and reinforce this instruction). They will be able to (1) describe and assess the basic (4) evaluate at least some of the historiographical issues characteristic of frameworks of the discipline of History; (2) identify and evaluate at least some of the historiographical problems posed by the content of frameworks in the particular unit/units they are studying; (3) develop a detailed understanding of the subject matter of material in the unit/units they have studied; (4) locate appropriate sources for both review and research essays; and (5) present advanced arguments in both written and oral assessments using the conventions of the historical discipline.

In this unit students will (1) describe and assess basic historiographical issues through the example of historical writing on white supremacy; (2) examine historical analyses that connect class, race and white supremacy in the United States, South Africa and Australia, and gender and white supremacy in the United States and South Africa; (3) deepen their knowledge about the history of South Africa (1870-1994), the American South (1863-1963), Kenya (1900-1963), Zimbabwe (1890-1980), Australia (1880-1970) and New Zealand (1880-1970); (4) locate sources for researching a historiographical essay; and (5) present their arguments in both written and oral assessments using the conventions of the history discipline.

Endorsed by Arts faculty - Workbook

No justification or notes provided.

### Content

Between the seventeenth and the twentieth centuries, societies emerged in many parts of the world which deliberately gave ‘white’ people power over other ‘races’. This unit begins by considering the material and intellectual origins of white supremacy. Emerging doctrines of racial differentiation and evolution are viewed against the background of colonisation, plantation slavery and inter-European warfare. The remainder of the unit is devoted to case studies of racial domination in a number of societies including South Africa, the United States of America, Kenya, etc.
Zimbabwe, New Zealand and Australia.

<table>
<thead>
<tr>
<th>Assessments tied to outcomes</th>
<th>This comprises weekly tutorial participation on assigned readings [outcomes 1, 2, 3]; three short tutorial papers over the course of the semester [outcomes 1, 2, 3]; a 3000-word research essay [outcomes 1, 2, 3, 4, 5]; and a 1500-word reflective essay [outcomes 1, 2, 3, 4, 5]. If there are to be tutorials, tutorial performance will be assessed to encourage the development of oral discussion skills in relation to the development of complex argument and the marshalling of evidence and ideas in concise form. Students will write a major essay requiring a preliminary bibliographical exercise designed to develop their skills in bibliography and research. The major essay itself will require the application of a wide range of historiographical approaches to the study of white supremacy, thereby enhancing students’ mastery of historiographical approaches to this field of historical study, and developing generic skills in the formal presentation of research material, the development of complex argument, and the marshalling of evidence and ideas in concise form. There will be a final review essay which will encourage development of an overall understanding of the history of white supremacy and of the conceptual tools appropriate to its comprehension, as well as developing generic skills in the formal presentation of research material, the development of complex argument, and the marshalling of evidence and ideas in concise form.</th>
</tr>
</thead>
</table>
| | Endorsed by Arts faculty - Workbook

**Notes:**
Clarification of outcomes and their linkage to assessment.

<table>
<thead>
<tr>
<th>Assessment items</th>
<th>This comprises tutorial participation; bibliographical exercise; historiographical essay; and review essay.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisites</td>
<td>A level 1 History unit</td>
</tr>
<tr>
<td>Corequisites</td>
<td>Nil.</td>
</tr>
<tr>
<td>Incompatibilities</td>
<td>HIST2249/HIST3349 White Supremacy</td>
</tr>
</tbody>
</table>
| Availabilities | Not available in 2013
Semester 2 2013, Crawley, face to face |
| Is broadening category A? | False |
| Is broadening category B? | True |
## Changes for 2014: HIST2009 Revolutionary China

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>MJD-HISTY History (BArts) as option</th>
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</thead>
<tbody>
<tr>
<td>Level</td>
<td>2</td>
</tr>
<tr>
<td>Credit points</td>
<td>6</td>
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</tbody>
</table>

### Outcomes

Upon successful completion of a level 2 History unit, students will have received the necessary training, particularly in historiography, to enable them to progress to a level 3 History unit (although completion of the major will require further level 2 work to augment and reinforce this instruction). They will be able to (1) describe and assess the basic historiographical issues characteristic of the discipline of History; (2) identify and evaluate the historiographical problems posed by the content of the particular unit they are studying; (3) demonstrate a detailed understanding of the subject matter of the unit they have studied; (4) locate appropriate sources for research essays; and (5) present arguments in both written and oral assessments using the conventions of the historical discipline.

Upon completion of HIST2009 students acquire the ability to (1) demonstrate a knowledge of major historical and historiographical developments in a range of semi-colonial, nationalist, revolutionary and post-revolutionary experience; (2) critically evaluate differences and issues in interpretations of the nationalist, communist and market-driven pasts in China; (3) describe, interpret and evaluate historiographically, evidence of comparative human experience of revolution and counter-revolution across class lines and the great divide between rural and urban China; (4) propose explanations for the content of such evidence through consideration of cross-cultural historiographical approaches; (5) engage in independent primary and secondary research on a range of subjects in nationalist and communist and post-revolutionary histories, locating and organising information relating to a specific question or problem; (6) independently formulate a logical argument, supported by relevant evidence; (7) express arguments, ideas and research in clear, cogent and correct English in both written and oral form; and (8) enhance cultural awareness through an engagement with a range of cross-cultural approaches to the study of Chinese history.

By the end of Level 2, students in the discipline of History are able to (1) evaluate at least some of the historiographical frameworks of the discipline of History; (2) evaluate at least some of the historiographical frameworks in the particular units they are studying; (3) develop a detailed understanding of the subject material in the various units they have studied; (4) find appropriate sources for both review and research essays; and (5) present advanced arguments in both written and oral assessments using the conventions of the historical discipline.

Endorsed by Arts faculty - Workbook

No justification or notes provided.

### Content

This unit examines China’s tumultuous history from the wellspring of Maoist revolution in 1930s Yen’an, the rapid spread of revolution throughout China, its culmination in the heady excesses of the Cultural Revolution and China’s about-face in 1978 with the rise of market socialism under Deng Xiaoping and his successors. Within the context of new historiographical trends in the social history of China, this unit introduces students to the revolutionary processes that forged a unified China and sowed the contradictions between Maoism and ‘market socialism’, so critical to understanding social and political dynamics within The People’s Republic today.

### Assessments tied to outcomes

- **Tutorial participation** will manifest unit outcomes 1, 2, 3, 4, 7 (oral only) and 8.
- **The book/film/song/art review** will manifest unit outcomes 3, 5, 6, and 7 (written...
The historiographical exercise will manifest unit outcomes 1, 2, 3, 4, 5, 6, 7 (written only), and 8.

The research essay will manifest unit outcomes 1, 2, 3, 4, 5, 6, 7 (written only), and 8. Students are able to develop:

(1) through their tutorial reading, lectures and written assignments, a knowledge of major historical and historiographical developments in a range of semi-colonial, nationalist, revolutionary and post-revolutionary experience;

(2) through tutorial readings and participation, completing an historiographical exercise and their research essay, an increased level of historiographical critique on key themes in modern Chinese history.

(3) an enhanced level of research, analytical and writing skills through preparing their review, historiographical exercise and research essay.

(4) through tutorial readings and participation, completing an historiographical exercise and their research essay, an appreciation of cross-cultural historiographical approaches.

(5) through regular tutorial participation an enhanced level of critical thinking and oral communications skills.

(6) through their review, in particular, a heightened sense of cultural awareness.

(7) Through their written work students are able to express arguments, ideas and research in clear, cogent and correct English in both written and oral form.

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**Assessment items**

This comprises tutorial performance; book/film/song/art review; historiographical exercise; and research essay.

**Prerequisites**

A level 1 History unit

**Corequisites**

Nil.

**Incompatibilities**

HIST2251/HIST3351 Revolutionary China; HIST2254 Dynamics of Social Change in Modern China

**Availabilities**

Not available in 2013

**Is broadening category A?**

False

**Is broadening category B?**

True
Changes for 2014: HIST2010 Australia in the Sixties

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>MJD-HISTY History (BArts) as option</th>
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</thead>
<tbody>
<tr>
<td>Level</td>
<td>2</td>
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<tr>
<td>Credit points</td>
<td>6</td>
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**Outcomes**

Upon successful completion of a level 2 History unit, students will have received the necessary training, particularly in historiography, to enable them to progress to a level 3 History unit (although completion of the major will require further level 2 work to augment and reinforce this instruction). They will be able to (1) describe and assess the basic historiographical issues characteristic of the discipline of History; (2) identify and evaluate the historiographical problems posed by the content of the particular unit they are studying; (3) demonstrate a detailed understanding of the subject matter of the unit they have studied; (4) locate appropriate sources for research essays; and (5) present arguments in both written and oral assessments using the conventions of the historical discipline.

In this unit students will (1) describe and assess basic historiographical issues through the example of the historiography of the sixties; (2) develop a critical understanding of the literature on the sixties in Australia and internationally and the way it deploys arguments about historical change; (3) deepen their understanding of the sixties as experienced and represented in Australia, within its international context; (4) locate appropriate sources for a research essay on an aspect of the sixties in Australia; and (5) present arguments in both written and oral assessments using the conventions of the historical discipline. Students are able to (1) familiarise themselves with and to develop a critical understanding of the literature on the Sixties in Australia and the way it deploys arguments about historical change; (2) develop an understanding of the relationship between representations of the sixties in Australia and the sixties as lived experience; (3) develop an understanding of the history of specific areas experience and to recognise the multiple stories that make up the sixties experience; (4) recognise that the sixties experience in Australia cannot be seen in isolation from the experiences of the rest of the world and to explore these international experiences; and (5) develop an understanding of the issues raised in using different forms of communicative media such as film, music and theatre. In addition to the academic outcomes outlined above, students develop concrete skills, including (1) the ability to research and write an effective essay; (2) the ability to communicate ideas persuasively; (3) the ability to develop and sustain an argument of your own; (4) the ability to think historically and understand the discipline of history; (5) the ability to think independently and critically and to understand imaginatively other times and cultures in Australian history; and (6) the ability to understand the dynamics and motors of historical change.

Endorsed by Arts faculty - Workbook
No justification or notes provided.

**Content**

In the 1960s, Australian youth became part of a revolution that remade the cultural and political maps of the western world. Vietnam, Paris, Prague, Chicago and Kathmandu all became part of the Australian experience. All the old prescriptions, prohibitions and authorities were challenged. Through style, dress, appearance, drugs, relationships, sexuality, ideas, politics, music, art and the search for the self, Australian youth developed its own special mix of generational, social, cultural and New Left politics.

**Assessments tied to outcomes**

Reflective piece will require students to:
Reflect on the film Woodstock.
Situate the topic in understandings of the 1960s.
Reflect on the nature of film.
Develop short essay (outcomes 1, 2, 6) writing skills of brevity and summary without sacrificing depth and complexity.
Research essays will require students to:
For students choosing their own topics, develop concrete proposals for a research project; find the necessary sources and secondary reading.
Link research with the historiography of a topic, that is, to situate research in the relevant history and historical writing.
Develop the concrete research and writing skills described above.
Situate research in the material on the sixties in Australia and particular histories that have been studied in the course.
The take-home exam will require students to:
Develop arguments about the meaning of the concepts we have used and studied in this course, as set out above.
Develop a deep understanding of the dynamics of the sixties in Australia and the multi-faceted nature of Australian history.
Develop an understanding of the representations of the sixties in Australia.
Develop the concrete essay (outcomes 3, 4, 5) writing skills as set out above.
Take-home examination (outcomes 1, 2, 3, 5)
Tutorial participation (outcomes 1, 2, 3, 5) will require students to:
Be able to communicate verbally arguments about the sixties in Australia.
Read widely and understand the material presented and the theoretical positions taken by authors used in the course.
Be able to express independent and critical positions on the literature and the issues presented in the course.

Endorsed by Arts faculty - Workbook

Notes:
Clarification of outcomes and their linkage to assessment.

Assessment items
This comprises tutorial participation; a 700-word woodstock reflective piece; a 2000-word research essay; and a take-home examination.

Prerequisites
A level 1 History unit

Corequisites
Nil.

Incompatibilities
HIST2271/HIST3371 Australia and the 1960s

Availabilities
Not available in 2013

Is broadening category A?
False

Is broadening category B?
True

Attachment E42
Changes for 2014: HIST2011 From 'Glorious Revolution' to Industrial Revolution: Making Britain, 1688 - 1888

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>MJD-HISTY History (BArts) as option</th>
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<tbody>
<tr>
<td>Level</td>
<td>2</td>
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<tr>
<td>Credit points</td>
<td>6</td>
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</tbody>
</table>

**Outcomes**

Upon successful completion of this unit, students will have (1) an awareness of the changes which took place in British social, political and economic history; (2) an understanding of the historical context within which to appreciate historical developments; (3) a level 2 History unit firm grasp of theories and historical arguments; (4) an ability to critically assess a wide range of primary and secondary sources; (5) an ability to work independently and collaboratively to arrive at conclusions concerning the main themes of the period; (6) an ability to understand contrasting historiographical views, weigh up arguments and present findings in a clear manner; and (7) an ability to construct lucid, written arguments. By the end of Level 2, students will have received the necessary training, particularly in historiography, to enable them to progress to a level 3 History unit (although completion of the major will require further level 2 work to augment and reinforce this instruction). They will be in the discipline of History are able to (1) describe and assess basic evaluate at least some of the historiographical issues characteristic frameworks of the discipline of History; (2) identify and evaluate at least some of the historiographical problems posed by the content offered in the particular unit/unit they are studying; (3) demonstrate a detailed understanding of the subject matter of material in the unit/unit various units they have studied; (4) locate/find appropriate sources for both review and research essays; and (5) present advanced arguments in both written and oral assessments using the conventions of the historical discipline.

In this unit students will (1) examine basic historiographical debates in British history in the eighteenth and nineteenth centuries; (2) gain the ability to critically discuss major issues of historical interpretation through an advanced familiarity with, and understanding of, key schools of thought on important developments in British history; (3) deepen their knowledge of the changes which took place in British social, political and economic history and display an awareness of the historical context within which to appreciate historical developments; (4) locate and critically evaluate sources for researching an historiographical essay; and (5) present arguments in both written and oral assessments using the conventions of the history discipline.

**Content**

This unit charts Britain’s transformation from the ‘Glorious Revolution’ to the Industrial Revolution. It examines the key developments that shaped Britain from political reform and constitutional union in the late seventeenth and early eighteenth centuries to industrial powerhouse in the nineteenth century. Throughout, special attention is given to the social consequences of economic expansion and how people experienced these. Students critically assess a wide range of primary and secondary sources in order to uncover the creation of Britain as a political entity and to assess how far, and why, she was altered by massive economic and demographic change. They explore the origins of political union between Scotland and England; the extent to which a common British identity emerged in the eighteenth century; developments in leisure, sport and coffee-house culture; sex and the Victorians; masculinity and gender ideals; Victorian values; the British Empire; the struggle for political reform; and the challenge to British industrial supremacy in the late nineteenth century. The unit has three main aims—firstly, to
examine how far, and in what ways, people's day-to-day lives and identities changed; secondly, to analyse the reasons behind Britain's transformation; and thirdly, to examine the economic, social and political consequences of economic take-off.

### Assessments tied to outcomes

Workshop participation [outcomes 1, 2, 3 and 5], a 2,500-word research essay [outcomes 1, 2, 3, 4 and 5], and an in-class reflective essay [outcomes 1, 2, 3 and 5]. Tutorial/workshop performance will be assessed to encourage the development of oral discussion skills in relation to the development of complex argument, the marshalling of evidence and ideas in concise form and an advanced understanding of historiographical writing on the subjects studied. Students will write a research essay requiring 1/ the use and engagement of primary source materials and 2/ engagement with historiographical and theoretical ideas and debates. These will enhance students' mastery of historiographical understanding and develop their generic skills in the formal presentation of research material, as well as the development of complex argument, and the marshalling of evidence and ideas in concise form. There will be a final review essay, in the form of an in-class test, which will encourage development of an overall understanding of key developments over the unit as a whole. It will also help advance their skills relating to analysis, argument, evidence and context.

### Endorsed by Arts faculty - Workbook

**Notes:**
Clarification of outcomes and their linkage to assessment.

### Assessment items

This comprises workshop participation, a 2500-word research essay, and an in-class reflective essay. For the in-class essay, students are given one hour to write a reflective essay on the broad themes of the unit. Reflective essay topics are distributed two weeks prior to the final class to allow students to prepare fully.

### Prerequisites

A level 1 History unit

### Corequisites

Nil.

### Incompatibilities

HIST2244/HIST3344 Britain 1750–1900: the First Industrial Nation

### Availabilities

Semester 1 2013, Crawley, face to face
Not available in 2014

### Is broadening category A?

False

### Is broadening category B?

True
### Changes for 2014: HIST2012 Renaissance, Reformation, Revolt: Europe 1450 - 1650

| Curriculum                  | MJD-HISTY History (BArts) as option  
<table>
<thead>
<tr>
<th></th>
<th>MJD-EUROS European Studies (BArts) as option</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level</td>
<td>2</td>
</tr>
<tr>
<td>Credit points</td>
<td>6</td>
</tr>
</tbody>
</table>

#### Outcomes

- Upon successful completion of a level 2 History unit, students will have received the necessary training, particularly in historiography, to enable them to progress to a level 3 History unit (although completion of the major will require further level 2 work to augment and reinforce this instruction). They will be able to (1) describe and assess the basic historiographical issues characteristic of the discipline of History; (2) identify and evaluate the historiographical problems posed by the content of the particular unit they are studying; (3) demonstrate a detailed understanding of the subject matter of the unit they have studied; (4) locate appropriate sources for research essays; and (5) present arguments in both written and oral assessments using the conventions of the historical discipline.

Students who complete this unit are be able to (1) critically analyse a wide range of original source materials; (2) analyse the major contours of European history in the period 1450 to 1650 (3) draw critically from a range of historical methodologies and analytical tools to answer research questions; (4) critically evaluate historiography; that is, the differences and issues in other scholars' interpretations of historical events; (5) work collaboratively to arrive at questions and conclusions about the period; (6) express ideas in clear, cogent and correct English in both written and oral forms; (7) construct a logical argument with relevant documentation; (8) construct historical work with the appropriate scholarly conventions and apparatus; (9) conduct independent research to locate appropriate original and modern materials about the era; and (10) understanding issues in how history is produced for and by different media.

Endorsed by Arts faculty - Workbook.

No justification or notes provided.

#### Content

This unit explores the cultural and intellectual history of the period of the Renaissance and Reformation in Europe. Students analyse the major beliefs and practices of the Reformation and Catholic Reformation movements, their expression in written texts, art, music, literature, social experience and missionary contact. It examines the nature of rule in Europe, its relationship to religious, political, social and cultural beliefs, and its development and expression in revolts, civil wars and international warfare in Europe. The intellectual life of the universities, scientific academics, and cultural institutions are also explored in the context of the emerging technology of print. Students are given extensive opportunities to interpret original documents and artefacts across a broad geographical survey of Europe and in its interactions with the world beyond. Students develop training in historiography by debating the key historical narratives of this period such as 'Renaissance' and 'Reformation', across Europe in the broader context of social, cultural, gender and intellectual history approaches to the period.

Endorsed by Arts faculty - Workbook.

**Notes:**

Minor changes to unit description.
Assessments tied to outcomes

Outcomes will be assessed in the following way:

**Level 2 Outcome ASSESSMENT 1** will be assessed through tutorial: Tutorial and workshop participation, in the : (20%)

Outcomes assessed:

- Critically analyse a wide range of original source materials
- Analyse the major contours of European history in practice exercise, the self-developed essay bibliography, the period 1450 to 1660
- Draw critically from a range of historical methodologies and the analytical tools to answer research essay questions

**Level 2 Outcome ASSESSMENT 2** will be: History in Practice Exercise, 1000 words: (30%)

Outcomes assessed through tutorial and workshop participation, in the :

- Critically evaluate differences and issues in other scholars’ interpretations of historical events
- Express ideas in clear, cogent and correct English in both written and oral forms
- Construct a logical argument with relevant documentation
- Construct historical work with the appropriate scholarly conventions and apparatus
- Understanding issues in how history in practice exercise, the self is produced for and by different media

**ASSESSMENT 3: Self-developed essay bibliography, and : 10%**

Outcomes assessed:

- Critically analyse a wide range of original source materials
- Critically evaluate differences and issues in other scholars’ interpretations of historical events
- Express ideas in clear, cogent and correct English in both written and oral forms
- Construct historical work with the appropriate scholarly conventions and apparatus
- Conduct independent research to locate appropriate original and modern materials about the era

**ASSESSMENT 4: Research essay of 2500 words: 40%**

Level 2 Outcome 3 will be assessed through tutorial and workshop participation and the research essay.

Level 2 Outcome 4 will be: Outcomes assessed:

- Critically analyse a wide range of original source materials
- Analyse the major contours of European history in the self-developed essay bibliography, the period 1450 to 1660
- Draw critically from a range of historical methodologies and the analytical tools to answer research questions
- Critically evaluate differences and issues in other scholars’ interpretations of historical events
- Express ideas in clear, cogent and correct English in both written and oral forms
- Construct a logical argument with relevant documentation
- Construct historical work with the appropriate scholarly conventions and
Apparatus

- Conduct independent research essay.

Level 2 Outcome 5 will be assessed through tutorial and workshop participation, in the history in practice exercise, the self-developed essay bibliography, and the research essay.

Unit Outcome 1 will be assessed through tutorial and workshop participation, the self-developed essay bibliography, and the research essay.

Unit Outcome 2 will be assessed through tutorial and workshop participation, the self-developed essay bibliography, and the research essay.

Unit Outcome 3 will be assessed through tutorial and workshop participation and the research essay.

Unit Outcome 4 will be assessed through tutorial and workshop participation, in the history in practice exercise, the self-developed essay bibliography, and the research essay.

Unit Outcome 5 will be assessed through tutorial and workshop participation.

Unit Outcome 6 will be assessed through tutorial and workshop participation, in the history in practice exercise, the self-developed essay bibliography, and the research essay.

Unit Outcome 7 will be assessed in the history in practice exercise and the research essay.

Unit Outcome 8 will be assessed in the history in practice exercise, the self-developed essay bibliography, and the research essay.

Unit Outcome 9 will be assessed in the self-developed essay bibliography and the research essay.

Unit Outcome 10 will be assessed in the history in practice exercise to locate appropriate original and modern materials about the era.

Endorsed by Arts faculty - Workbook.

Notes:
Clarification of unit outcomes and linkage of outcomes to assessment.

Assessment items
This comprises tutorial and workshop participation; history in practice exercise of 1000 words; self-developed annotated bibliography; and a 2500-word research essay.

Prerequisites
A level 1 History unit

Corequisites
Nil.

Incompatibilities
Nil.

Availabilities
Not available in 2013

Is broadening category A?
False

Is broadening category B?
True
Changes for 2014: HIST2013 Medieval and Early Modern Women

Curriculum

| MJD-HISTY History (BArts) as option |
| MJD-GNDST Gender Studies (BArts) as option |

Level

| 2 |

Credit points

| 6 |

Outcomes

Upon successful completion of a level 2 History unit, students will have received the necessary training, particularly in historiography, to enable them to progress to a level 3 History unit (although completion of the major will require further level 2 work to augment and reinforce this instruction). They will be able to (1) describe and assess the basic historiographical issues characteristic of the discipline of History; (2) identify and evaluate the historiographical problems posed by the content of the particular unit they are studying; (3) demonstrate a detailed understanding of the subject matter of the unit they have studied; (4) locate appropriate sources for research essays; and (5) present arguments in both written and oral forms using the conventions of the historical discipline.

Students who successfully complete this unit are able to (1) critically assess and interpret a wide range of types of medieval and early modern source material (archival, literary, visual and so forth) as evidence of gendered perceptions and experiences; (2) explain in detail how historical developments affected medieval and early gender relations; (3) synthesise important approaches and interpretations in the relevant historiography; (2) develop an understanding of the main issues from wide reading among published studies; (4) explain and evaluate historiographical debates and disputed interpretations of European gender history, and (5) define and apply the body of complex historical material; (3) critically analyse modern scholarly concept of gender to the study of European history work about gender theory; (4) work collaboratively to arrive at questions and conclusions about the period; (5) express ideas clearly in discussion; (6) write clear, elegant prose; (7) construct a logical, written argument; (8) develop research questions about the period; (9) conduct independent research; (10) support scholarly argument with relevant documentation; and (11) develop methodologies for researching appropriate original and modern materials about the era.

Endorsed by Arts faculty - Workbook

No justification or notes provided.

Content

What did the term ‘woman’ mean in the middle ages and early modern period? How were the characteristics of ‘femininity’ established? How did girls become women? In particular, how did the social norms applying to ‘male’ and ‘female’ affect the lives of individuals? This unit investigates how gender was established and acted out in the middle ages and early modern period. In particular, it analyses the writings of women themselves, to see how they thought about gender structures, how they influenced the discourses about gender in their own time, and how their own lives impacted on, and were affected by, their historical context. The time span is a long one—seven hundred years of complex cultural interactions between 1100 and 1800 AD. It explores a wide range of female experiences in the medieval and early modern period; women and religion; women, marriage and the household; women in the wider community and finally, women and politics. Students also discover how greatly historians’ interpretations of gender relations have changed in recent decades and debate the effects of historical change on the lives of women and men in the past. Discover exciting and intriguing works written by a variety of women, including saints, mystics, nuns, queens, noblewomen and professional authors.
### Assessments tied to outcomes

Level 2 History outcome 1 will be assessed in tutorial/workshop participation and the research essay.

Level 2 History outcome 2 will be assessed in the short written exercise and the research essay.

Outcome 3 will be assessed in tutorial/workshop participation, the essay, short written exercise and the reflective exercise.

Level 2 History outcome 3

Outcomes 4 and 5 will be assessed in tutorial/workshop participation, the essay and the reflective exercise.

Level 2 History outcome 4

Outcome 6 will be assessed in the group presentation and the research essay.

Level 2 History outcome 5

Outcome 7 will be assessed in tutorial/workshop participation, the essay, short written exercise and the reflective exercise.

Unit Outcome 1

Outcomes 8 and 9 will be assessed in tutorial/workshop participation and the reflective exercise.

Unit Outcome 2

Outcomes 10 and 11 will be assessed in tutorial/workshop participation and the essay.

Unit Outcome 3 will be assessed in tutorial/workshop participation and the essay.

Unit Outcome 4 will be assessed in tutorial/workshop participation and the essay.

Unit Outcome 5 will be assessed in the essay and the reflective exercise and the research essay.

### Assessment items

This comprises 1500 word reflective exercise, 500 word written exercise (30 per cent); a 2500-word research essay (50 per cent); and tutorial/workshop attendance and participation (20 per cent).

### Prerequisites

Any A level 1 History unit or any level 1 Gender Studies unit.

**Justification provided:**

HIST2013 is in many respects already a ‘Gender Studies’ unit, and presupposes many of the methodological and theoretical insights elaborated in level 1 Gender Studies. At the same time, level 1 Gender Studies contains a significant element of historical instruction, given that transformations in the gender order are a fundamental theme in this discipline. It is therefore completely appropriate that level 1 Gender Studies be established as an alternative prerequisite for HIST2013, in the way in which, for instance, HIST1001 is an alternative prerequisite for MEMS2001 and MEMS2002.
<table>
<thead>
<tr>
<th><strong>Corequisites</strong></th>
<th>Nil.</th>
</tr>
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<tbody>
<tr>
<td><strong>Incompatibilities</strong></td>
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</tr>
<tr>
<td><strong>Availabilities</strong></td>
<td>2014 not available [new] Semester 2 2013, Crawley, face to face</td>
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<td></td>
<td>Semester 2 2013, Albany, face to face</td>
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<td></td>
<td>Endorsed by Arts faculty - Associate Dean (Education) Dr Neil O'Sullivan, 16/04/2013</td>
</tr>
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<td></td>
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<tr>
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</tr>
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<td>True</td>
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Attachment E50
### Changes for 2014: HIST3001 Making History

| Curriculum | MJD-HISTY History (BArts) as option  
| MJD-ARCGY Archaeology (BArts) as option |
| Level | 3 |
| Credit points | 6 |

### Outcomes

Upon successful completion of a level 3 History unit, students will be able to:
1. Describe and assess the basic methodological issues characteristic of the discipline of History (although completion of the major will require further level 3 units to augment and reinforce this instruction).
2. Identify and evaluate the methodological problems posed by the content of the particular unit they have studied.
3. Demonstrate a detailed understanding of the subject material in the unit they have studied.
4. Analyse a range of historical material of various kinds for essay assessments using appropriate methodologies.
5. Relate their independent interpretations to complex historiographical debates.
6. Further develop the ability earlier imparted in the prerequisite level 2 unit to present advanced arguments in both written and oral assessments using the conventions of the historical discipline.

In this unit, students will:
1. Identify and discuss key issues in the use and interpretation of diverse historical sources.
2. Reflect on the methodological issues relating to the use of different types of source material in the historical study of particular times and places.
3. Demonstrate a detailed knowledge of the key practical and theoretical issues and debates relating to the use of various sources.
4. Analyse a range of historical materials for essay assessments using appropriate methodologies.
5. Relate their independent interpretations to complex historiographical debates about the problems and potentials inherent in the use of various sources.
6. Further develop the ability earlier imparted in the prerequisite level 2 unit to present advanced arguments in both written and oral assessments using the conventions of the historical discipline.

Students are able to:
1. Identify and discuss key issues in the use and interpretation of various historical sources.
2. Locate relevant primary sources in a given area.
3. Produce a viable research plan.

By the end of Level 3, students in the discipline of History are able to:
1. Demonstrate an enhanced ability (beyond Level 2) to understand imaginatively, other places and other times.
2. Demonstrate a knowledge of major historical developments in a range of times and places.
3. Demonstrate an awareness of the world we live in through reference to some important aspects of humanity's past experience.
4. Identify main issues in a body of complex historical material.
5. Apply advanced research skills to essay writing.
6. Provide historical material of various kinds, including written, oral, pictorial, filmic, architectural, archaeological and other sources, for essay assessments and apply appropriate critical and analytical tools to them.
7. Critically evaluate differences in interpretations of historical events and the historiographical contexts of such interpretations and locate their own work in such contexts.
8. Describe and interpret in a sophisticated way, evidence of human experience, proposing explanations for the content and context of such evidence.
9. Conduct independent research by locating and organising information relating to a specific question or problem.
10. Demonstrate a knowledge of the motors of historical change in a range of times and places.
11. Express ideas in clear, cogent terms, using the conventions of the discipline and in correct English.

Endorsed by Arts faculty - Workbook.
No justification or notes provided.

### Content

In this 'hands-on' unit, students enhance their skills in effectively finding and working with a range of historical source materials. In seminars and workshops students...
become familiar with some of the key practical and theoretical issues and debates relating to the use of various sources (including photographs and film, archives, oral history and material culture). Strategies and tools for planning and managing research are also discussed. The skills in finding, analysing and managing information that are developed in this unit are required for advanced-level historical research, but are also highly transferable to many workplace situations. Some workshops are held off-campus. The unit is recommended for all students planning to proceed to honours in History or a topic in historical archaeology.

**Assessments tied to outcomes**

**Assessment:**
- Students are required to write a seminar paper on a key issue in the use and interpretation of various historical sources (outcomes 1, 3, 4, 5, 6)
- A report on a primary source collection or database (outcomes 1, 2, 4) requires the development of skills in locating primary sources and critically engaging with the question of the relevance of different sources to different historical questions
- Students are required to submit a research plan for assessment. (Outcome 1, 2) Feedback is provided on a draft of the plan prior to assessment.

Workshop participation (Outcomes 1, 2, 3, 5, 6) - Participation in group discussions is also assessed, to encourage and evaluate engagement with the material and learning peers.

**Endorsed by Arts faculty - Workbook.**

**Notes:**
Clarification of outcomes and their linkage to assessment.

**Assessment items**
This comprises a seminar paper; a report on a primary source collection or database; a research project proposal; a workshop report; and participation.

**Prerequisites**
a Level 2 History unit or both Level 1 units and any Level 2 unit in the Archaeology major (except ARCY2005 Rock Art Field Unit)

**Endorsed by Arts faculty - Subject to confirmation by relevant discipline.**

**Notes:**
Exception added as part of introduction of ARCY2005 Rock Art Field Unit to Archaeology Major at level 2.

**Corequisites**
Nil.

**Incompatibilities**
HIST2220 Making History

**Availabilities**
Not available in 2013
Semester 2 2014, Crawley, face to face
Semester 2 2014, Crawley, face to face

**Is broadening category A?**
False

**Is broadening category B?**
True
### Changes for 2014: HIST3002 Russia and the Soviet Union in the Twentieth Century

| Curriculum          | MJD-HISTY History (BArts) as option  
|                     | MJD-EUROS European Studies (BArts) as option |
| Level               | 3 |
| Credit points       | 6 |
| Outcomes            | Upon successful completion of a level 3 History unit, students will be able to (1) describe and assess the basic methodological issues characteristic of the discipline of History (although completion of the major will require further level 3 units to augment and reinforce this instruction); (2) identify and evaluate the methodological problems posed by the content of the particular unit they have studied; (3) demonstrate a detailed understanding of the subject material in the unit they have studied; (4) analyse a range of historical material of various kinds for essay assessments using appropriate methodologies; (5) relate their independent interpretations to complex historiographical debates; and (6) further develop the ability earlier imparted in the prerequisite level 2 unit to present advanced arguments in both written and oral assessments using the conventions of the historical discipline. In this unit students will (1) develop their skills as historians by critically analysing primary sources; (2) identify and evaluate the methodological problems posed by the history of Russia and the Soviet Union; (3) demonstrate a detailed understanding of the history of Russia and the Soviet Union; (4) analyse a wide range of source materials using appropriate methodologies; (5) relate their independent source interpretations to the complex historiographical debates about the history of Russia and the Soviet Union; and (6) further develop the ability earlier imparted in the prerequisite level 2 unit to present advanced arguments in both written and oral assessments using the conventions of the historical discipline. Students (1) deepen their knowledge of the history of Russian and Soviet society in the twentieth century; (2) develop their skills as historians by critically analysing primary sources; (3) further develop advanced research skills by developing a research topic, finding and researching the relevant literature, constructing an argument, and clearly communicating it in writing; and (4) further develop the ability to coordinate work in small teams. By the end of Level 3, students in the discipline of History are able to (1) demonstrate an enhanced ability (beyond Level 2) to understand imaginatively, other places and other times; (2) demonstrate a knowledge of major historical developments in a range of times and places; (3) demonstrate an awareness of the world we live in through reference to some important aspects of humanity's past experience; (4) identify main issues in a body of complex historical material; (5) apply advanced research skills to essay writing; (6) provide historical material of various kinds, including written, oral, pictorial, filmic, architectural, archaeological and other sources, for essay assessments and apply appropriate critical and analytical tools to them; (7) critically evaluate differences in interpretations of historical events and the historiographical contexts of such interpretations and locate their own work in such contexts; (8) describe and interpret in a sophisticated way, evidence of human experience, proposing explanations for the content and context of such evidence; (9) conduct independent research by locating and organising information relating to a specific question or problem; (10) demonstrate a knowledge of the motors of historical change in a range of times and places; and (11) express ideas in clear, cogent terms, using the conventions of the discipline and in correct English. |

Endorsed by Arts faculty - Workbook

No justification or notes provided.

Attachment E53
The first half of Russia’s twentieth century was violent—four revolutions (1905, February and October 1917, and the Stalin Revolution of 1929 to 1932), two World Wars, an extremely destructive Civil War (1918 to 1921–22 and in some regions to 1931), and a whole range of smaller military conflicts. This atmosphere of violence and flux was reinforced by periodic waves of state terror against a variety of groups (from peasants to bureaucrats, and from the intelligentsia to jazz fans). This unit explores the society which emerged in this cauldron of upheaval and the transformations of this social system in the less tumultuous periods between Stalin’s death in 1953 and the 1980s. The unit focuses on the analysis of a wide variety of primary sources—from statistics and newspaper reports to music and film, from novels and memoirs to secret police reports and citizens’ letters.

**Assessments tied to outcomes**

This comprises Outcome 1 will be assessed through a weekly online quiz on assigned readings.

Outcomes 2 and content of lectures (25 per cent) [outcomes 2, 3] will be assessed through a 3,000 word essay.

Outcome 4 will be assessed through participation grade in workshop teamwork including a 500-word report (25 per cent) [outcomes 1, 2, 3, 4, 5, 6]; and workshops, which includes a 3000-word essay (50 per cent) [outcomes 1, 2, 3, 4, 5, 6]; peer assessment component.

Endorsed by Arts faculty - Workbook

**Notes:**  
Only minor changes to clarify outcomes and their linkage to assessment

**Assessment items**

This comprises a weekly online quiz on assigned readings and content of lectures; participation in workshop teamwork including a 500-word peer assessment of work of team; and a 3000-word essay.

**Prerequisites**

A level 2 History unit

**Corequisites**

Nil.

**Incompatibilities**

HIST2238/HIST3338 Soviet History

**Availabilities**

Semester 2 2013, Crawley, face to face

Not available in 2014

**Is broadening category A?**

False

**Is broadening category B?**

True
### Changes for 2014: HIST3003 Western Australia: History and Heritage

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<thead>
<tr>
<th>Curriculum</th>
<th>MJD-HISTY History (BArts) as option</th>
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</thead>
<tbody>
<tr>
<td>Level</td>
<td>3</td>
</tr>
<tr>
<td>Credit points</td>
<td>6</td>
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</tbody>
</table>

**Outcomes**

Upon successful completion of a level 3 History unit, students will be able to:

1. describe and assess the basic methodological issues characteristic of the discipline of History (although completion of the major will require at least three further level 3 units to augment and reinforce this instruction);
2. identify and evaluate the methodological problems posed by the content of the particular unit they have studied;
3. demonstrate a detailed understanding of the subject material in the unit they have studied;
4. analyse a range of historical material of various kinds for essay assessments using appropriate methodologies;
5. relate their independent interpretations to complex historiographical debates; and
6. further develop the ability earlier imparted in the prerequisite level 2 unit to present advanced arguments in both written and oral assessments using the conventions of the historical discipline.

Upon completion of HIST3003 students will thus be able to:

1. describe and assess key historiographical, methodological and theoretical issues in understanding how Western Australia’s history is reflected in its heritage and material culture
2. identify and evaluate some of the major methodological challenges posed by the relationship between history and heritage, including the range and diversity of sources and approaches
3. demonstrate a thorough understanding of the key themes and issues in Western Australian history
4. analyse a range of sources in Western Australian history and heritage for essay assessments using appropriate methodologies, including the exploration of sites and artefacts that are emblematic of Western Australia’s history
5. relate their interpretations to key historiographical and methodological debates in Western Australia’s history and heritage
6. further develop the ability developed in the prerequisite level 2 unit to present complex arguments engaging with the historiography and methodology of Western Australia’s history and heritage in both written and oral assessments. This unit increases students’ awareness of the built environment and material culture as a means of understanding the past, and develops an understanding of major themes and issues in Western Australian history by (1) examining the methodological and theoretical issues underlying the concepts of heritage and material culture; (2) discussing and exploring sites and artifacts that exemplify, reflect or symbolise key themes and issues in Western Australian history; (3) developing a critical understanding of the problems and issues raised in the history of Western Australia; (4) reflecting on the kinds of research and writing carried out by Western Australian historians; (5) exploring in research essays a particular set of topics and concepts relating to the unit; and (6) developing the ability to think independently and critically and to understand imaginatively other times and cultures in Western Australian history.
Content

This unit examines the way in which some of the great themes of Western history have been played out in the Western Australian context—themes like imperialism, invasion and colonisation, migration, urbanisation, gender roles and class relations. Many of the outcomes of this interplay were unique to Western Australia. This unit uses multidisciplinary techniques to explore themes in Western Australian history through a study of the historic cultural environment. At a time when many Western Australians are thinking deeply about heritage issues, a major theme of the course is built environment and material culture, and the part played by buildings and artifacts in representations of the past. How did people use these things? What events were acted out in particular places? What can they tell us about the past? The unit also considers how the past is ‘packaged’ for consumption by various audiences.

Assessments tied to outcomes

Students will be assessed on their ability in a workshop setting to demonstrate oral discussion skills, to critically assess historiographical evidence and differing methodological approaches, and to present an argument in a concise form. They will also be assessed on their demonstration of appropriate methodologies and research skills in a research proposal with an annotated bibliography; and their demonstration of research, analysis and writing skills through the mastery of historiographical, theoretical and methodological ideas and debates in the development of a research essay.

Assessment comprises:

- Workshop and field trip attendance, participation and organisation (Journal will assess outcomes 3, 4, 5, 6, 7, 8 and 9).
- Research essay will assess outcomes 1, 2, and 4, 5, 6) to 9.
- An primary source report (outcomes 2, 5, 6)
- A research proposal with annotated bibliography (Review essay will assess outcomes 1, 2, 6) and 4-9.
- A 3000-word research essay (Workshop participation will assess outcomes 1, 2, 3, 4, 5, 6)3-9.

Notes:

Clarification of outcomes and their linkage to assessment.

Assessment items

This comprises workshop participation; journal; research essay; and review essay.

Prerequisites

A level 2 History unit

Corequisites

Nil.

Incompatibilities

HIST2264/HIST3364 Western Australia: History and Heritage

Availabilities

Semester 1 2013, Crawley, face to face
Semester 2 2014, Albany, face to face
Semester 2 2014, Crawley, face to face

Endorsed by Arts faculty - Workbook

No justification or notes provided.
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<th>Is broadening category A?</th>
<th>False</th>
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</thead>
<tbody>
<tr>
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### Changes for 2014: HIST3004 20th Century Britain

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<tr>
<td>Level</td>
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</tr>
<tr>
<td>Credit points</td>
<td>6</td>
</tr>
<tr>
<td>Outcomes</td>
<td>Upon successful completion of a level 3 History unit, students will be able to (1) describe and assess the basic methodological issues characteristic of the discipline of History (although completion of the major will require further level 3 units to augment and reinforce this instruction); (2) identify and evaluate the methodological problems posed by the content of the particular unit they have studied; (3) demonstrate a detailed understanding of the subject material in the unit they have studied; (4) analyse a range of historical material of various kinds for essay assessments using appropriate methodologies; (5) relate their independent interpretations to complex historiographical debates; and (6) further develop the ability earlier imparted in the prerequisite level 2 unit to present advanced arguments in both written and oral assessments using the conventions of the historical discipline. In this unit students will (1) describe and assess the basic methodological characteristics of the history discipline through the study of twentieth century British history and historiography; (2) identify and evaluate methodological problems in the interpretation of twentieth century British history; (3) gain and demonstrate detailed knowledge of some of the major developments experienced by Britain in the years covered by the unit; (4) locate and use a range of historical sources for researching and writing a major essay; (5) relate their independent interpretations to the complex historiographical debates concerning British twentieth century history; and (6) further develop the ability earlier imparted in the prerequisite level 2 unit to present advanced arguments concerning twentieth century British history in both written and oral assessments using the conventions of the historical discipline. Students (1) gain extensive knowledge of some of the major developments experienced by Britain in the years covered by the unit; (2) engage with a whole series of interpretative modes for understanding historical contexts; (3) engage with some of the most problematic facets of recent British history; and (4) enhance their awareness about the world we live in through referral to some important aspects of humanity’s past experience. More broadly, students enhance their (1) skills in the apprehension and organisation of knowledge (in this case the past, historiography, historical technique); (2) ability to research, present and interpret bibliographic knowledge; (3) ability to formulate arguments and to organise information; (4) ability to formulate personal opinions with regard to contentious problems; (5) skills in finding imaginative ways of filtering and juxtaposing information; and (6) capacity to communicate orally and in written form. The research skills outlined here are developed through a close encounter with the advanced research techniques and skills appropriate to the study of history. By the end of Level 3, students in the discipline of History are able to (1) demonstrate an enhanced ability (beyond Level 2) to understand imaginatively, other places and other times; (2) demonstrate a knowledge of major historical developments in a range of times and places; (3) demonstrate an awareness of the world we live in through reference to some important aspects of humanity’s past experience; (4) identify main issues in a body of complex historical material; (5) apply advanced research skills to essay writing; (6) provide historical material of various kinds, including written, oral, pictorial, filmic, architectural, archaeological and other sources, for essay assessments and apply appropriate critical and analytical tools to them; (7) critically evaluate differences in interpretations of historical events and the historiographical contexts of such interpretations and locate their own work in such contexts; (8) describe and interpret in a sophisticated way, evidence of human experience, proposing explanations for the content and context of such evidence; (9) conduct independent research by locating and organising information relating to a specific question or problem; (10) demonstrate a knowledge of the motors of historical change in a range of times and places; and (11) express ideas in clear, cogent terms, using the conventions of the...</td>
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</table>
Britain, perhaps more than any other country, has been the motor behind the creation of the modern world. Its Empire devised the world economic system and its culture and language have come to dominate the globalisation of the twenty-first century. And yet for Britain, the twentieth century has been a time of slow erosion. From its unquestioned world leadership in the nineteenth century it has become one player among others in a globe dominated by the USA. However, notwithstanding this role reassessment, it has nevertheless been at the forefront of many of the most important political, social and cultural developments of the twentieth century. From its crucial role in both World Wars, to the way in which the postcolonial order was reconstructed in the era of the Cold War; from democracy to Princess Diana, from the Welfare State to Thatcherite neo-liberalism, from George Orwell to the Beatles, from soccer to miniskirts, from penicillin to the BBC, from racism to cultural plurality, from mass emigration to mass tourism, Britain has always been a dynamic instigator of what constitutes the contradictory world we live in.

### Assessments tied to outcomes

| 5. A critical book review [outcomes 1, 2, 3, 4] |
| 6. Participation in tutorials [outcomes 2, 3, 5, 6] |
| 7. Research Essay [outcomes 1, 2, 3, 4, 5, 6] |
| 8. Take Home Exam [outcomes 1, 2, 3, 4, 5, 6] |

Outcomes 1-4 will be achieved through tutorial participation, first assignment, major essay and take-home examination.

Outcomes 2.1-6 will be achieved through first assignment, major essay and take-home exam.

Outcome 2.6 will be achieved through tutorial participation.

### Notes:
Clarification of outcomes and their linkage to assessment.
| Is broadening category B? | True |
## Changes for 2014: HIST3005 African American History

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<tr>
<td>Level</td>
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</tr>
<tr>
<td>Credit points</td>
<td>6</td>
</tr>
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</table>

### Outcomes

Upon successful completion of a level 3 History unit, students will be able to:

1. Describe and assess the basic methodological issues characteristic of the discipline of History (although completion of the major will require further level 3 units to augment and reinforce this instruction);
2. Identify and evaluate the methodological problems posed by the content of the particular unit they have studied;
3. Demonstrate a detailed understanding of the subject material in the unit they have studied;
4. Analyse a range of historical material of various kinds for essay assessments using appropriate methodologies;
5. Relate their independent interpretations to complex historiographical debates; and
6. Further develop the ability earlier imparted in the prerequisite level 2 unit to present advanced arguments in both written and oral assessments using the conventions of the historical discipline.

This unit requires students to reckon with the methodological foundations as well as the content of African American history as a specific field of study. The unit's emphasis on methodology builds on the historiographical skills that students have developed in level 2 units. Upon successful completion of this unit, students will be able to:

A. Demonstrate detailed knowledge of the major events and key political struggles and cultural movements in African American history;
B. Demonstrate an ability to critically interrogate the conflicting ideologies that have animated black lives in (and beyond) the United States;
C. Apply the concepts of race, class, gender, sexuality, and nation, as they relate to African American history;
D. Engage a range of primary source materials, from photographic to aural and across numerous textual sources;
E. Identify main issues in the diverse body of scholarly literature that make up African American history;
F. Gain methodological fluency in interpreting multiple forms of primary evidence—such as textual documents, diaries, fiction, photographic evidence, aural and musical materials;
G. Complete a research project that forwards an original argument, and which engages with relevant evidence drawn from primary and secondary sources, and forwards an original argument;
H. More eloquently express arguments, ideas and research in both written and oral forms at a high level; and
I. Critically apply the concepts of race, class, gender and nation, which are foundational to high-level methodology in African American history.

### Endorsed by Arts faculty - Workbook

No justification or notes provided.

### Content

This unit investigates the history of African Americans, from the arrival of Africans as explorers, and later, in much larger numbers as slaves, from the sixteenth century to the present. Students gain thorough understanding of how these radically subordinated Americans fought for and contributed to what it means to be an American and a full-fledged citizen. In the process, they gain understanding of historical change, social movement, political economic change, processes of racial-gender formation and differentiation, as well as nation-making and the histories of racism(s).

### Assessments tied to outcomes

This comprises participation (20 per cent): 1. Participation is linked to 1, 2, 3, 4, and 6.
2. An annotated bibliography (20 per cent); and is linked to 1, 2, 3, 4, 5, 6
3. A final research essay (60 per cent).
• Participation marks assess outcomes 1, 2, 3, and 6 as well as B, C, and F.
• The annotated bibliography mark assesses outcomes 14, 5, 6 as well as A, B, E, F.
• The research essay is a capstone achievement for the unit, and assesses all outcomes (save for oral presentation of argument).

Endorsed by Arts faculty - Workbook

Notes:
Clarification of unit outcomes and linkage to assessment.

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<th>Assessment items</th>
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<tr>
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<td>Availabilities</td>
<td>Semester 2 2013, Crawley, face to face</td>
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<td></td>
<td>Not available in 2014</td>
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<tr>
<td>Is broadening category A?</td>
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<tr>
<td>Is broadening category B?</td>
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### Changes for 2014: HIST3006 Contested Pasts, Contentious Future

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>MJD-HISTY History (BArts) as option</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level</td>
<td>3</td>
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<tr>
<td>Credit points</td>
<td>6</td>
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</tbody>
</table>

#### Outcomes

Upon successful completion of a level 3 History unit, students will be able to (1) describe and assess the basic methodological issues characteristic of the discipline of History (although completion of the major will require further level 3 units to augment and reinforce this instruction); (2) identify and evaluate the methodological problems posed by the content of the particular unit they have studied; (3) demonstrate a detailed understanding of the subject material in the unit they have studied; (4) analyse a range of historical material of various kinds for essay assessments using appropriate methodologies; (5) relate their independent interpretations to complex historiographical debates; and (6) present advanced arguments in both written and oral assessments using the conventions of the historical discipline.

Upon completion of HIST3006, students are able to (1) develop an awareness of the growing debate over limitations of European-derived paradigms of historical experience/categories of 'nation' and 'nation-state', 'nationalism', 'nation' and 'nation-state', 'nationalism' and revolution, modernisation and modernity, as applied to Asian phenomena; (2) develop skills in reading and utilising primary sources (and sources in translation) through multiple methodological/historiographical lenses; (3) develop advanced research methods skills in reading primary sources (e.g. identifying within primary sources ways in which historical examples are routinely used as veiled contemporary commentary); (4) develop advanced research methods skills both in analysing findings within context of key debates and engaging with primary sources in one's own research; (5) increase awareness of ways in which changing methodologies are rewriting historical experience in a range of Asian cases and a heightened sensitivity to social implications; and (6) gain greater appreciation of cultural diversity and cultural awareness through their encounters with new historiography and approaches to research. By the end of Level 3, students in the discipline of History are able to (1) demonstrate an enhanced ability (beyond Level 2) to understand imaginatively, other places and other times; (2) demonstrate a knowledge of major historical developments in a range of times and places; (3) demonstrate an awareness of the world we live in through reference to some important aspects of humanity's past experience; (4) identify main issues in a body of complex historical material; (5) apply advanced research skills to essay writing; (6) provide historical material of various kinds, including written, oral, pictorial, filmic, architectural, archaeological and other sources, for essay assessments and apply appropriate critical and analytical tools to them; (7) critically evaluate differences in interpretations of historical events and the historiographical contexts of such interpretations and locate their own work in such contexts; (8) describe and interpret in a sophisticated way, evidence of human experience, proposing explanations for the content and context of such evidence; (9) conduct independent research by locating and organising information relating to a specific question or problem; (10) demonstrate a knowledge of the motors of historical change in a range of times and places; and (11) express ideas in clear, cogent terms, using the conventions of the discipline and in correct English.

Endorsed by Arts faculty - Workbook

No justification or notes provided.

#### Content

The discipline of history over the years has been marked by a dearth of historiographical study on Asia in general. Recent developments in the field,
however, have begun to bridge the gap between European-generated materials and case studies and works on Asia which challenge perceived Eurocentric assumptions. Radical changes within Asia itself, with rapid-fire economic growth in a number of regions, have lead to altered western perceptions and self-perceptions of Asian historical experience. This phenomenon has called forth a shift in approaches to Asian history and the emergence of new modes of analysis. These approaches and methods are increasingly generated by engagement with Asian scholars and others writing outside prevailing European and North American paradigms on nation-state and nationalism, modernisation, national liberation and revolution. This unit takes a critical approach to historicise key aspects of Asian experience, moving beyond the particular Asian history context to situate the historical record within the global historical experience. This approach aims to build relevances to other cultures and historical contexts from a standpoint which equalises the validity of Asian historical phenomena. In the process new approaches and methods are employed to de-centre conventional western European and north American historical discourses and throw new light on historical events of the nineteenth to twenty-first centuries. The unit provides students at Level 3 with alternative ways to interpret and apply recent historical approaches to a range of materials on Asian history from the heyday of nineteenth century imperialism and colonial expansion through nationalist and anticolonial movements to the cold war divide, and post-1989, the increasing convergence of capitalist and socialist models and their impact on the writing of Asian history. These approaches introduce students to methodologies of historical research which highlight the contested nature of writing on Asian history as a result of imperialism, decolonisation and the Cold War. Through engaging in research on selected historiographical topics and subsequent case studies, students gain a growing understanding of the implications of these debates in the ongoing history of the region.

<table>
<thead>
<tr>
<th>Assessments tied to outcomes</th>
<th>Tutorial participation will manifest unit outcomes 1, 5, and 6. The historiographical essay will manifest unit outcomes 1, 4, 5, and 6. The research essay will manifest unit outcomes 1, 2, 3, 4, 5, and 6. Tutorial performance will be assessed in terms of growing student awareness of the debate over European-derived paradigms of historical experience in relation to our themes and over the ways changing methodologies are re-writing historical experience in a range of Asian cases. The historiographical essay requires students to demonstrate an awareness of the growing debate over European-derived paradigms and their application to Asian phenomena and to prepare them to contextualise critically the research in their research essay. Their research essay will assess their development of research skills to analyse critically their findings within the context of key debates and to show an increased awareness of the impact of changing methodologies on the evaluation of Asian historical experience. This exercise in advanced research skills builds on the advanced research skills being developed in our level three core unit, Making History. Taken as a whole, the range of assessments is further structured to enhance appreciation of cultural diversity and cultural awareness within the context of their study of the new approaches to Asian history within a global historical experience.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notes</td>
<td>Endorsed by Arts faculty - Workbook Notes: Clarification of unit outcomes and their linkage to assessment.</td>
</tr>
<tr>
<td>Assessment items</td>
<td>This comprises tutorials; primary source exercise; historiographical essay; and research essay.</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>A level 2 History unit</td>
</tr>
<tr>
<td>Corequisites</td>
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</tr>
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<td>-----------------</td>
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<td>Incompatibilities</td>
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<td>Availabilities</td>
<td>Semester 1 2013, Crawley, face to face</td>
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<td>Is broadening category B?</td>
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Attachment E65
Changes for 2014: HIST3007 Crime and Punishment in Britain 1600 - 1900

**Curriculum**
- MJD-HISTORY History (BArts) as option
- MJD-MDEMS Medieval and Early Modern Studies (BArts) as option

**Level**
- 3

**Credit points**
- 6

**Outcomes**

Upon successful completion of a level 3 History unit, students will be able to (1) describe and assess the basic methodological issues characteristic of the discipline of History (although completion of the major will require further level 3 units to augment and reinforce this instruction); (2) identify and evaluate the methodological problems posed by the content of the particular unit they have studied; (3) demonstrate a detailed understanding of the subject material in the unit they have studied; (4) analyse a range of historical material of various kinds for essay assessments using appropriate methodologies; (5) relate their independent interpretations to complex historiographical debates; and (6) further develop the ability earlier imparted in the prerequisite level 2 unit to present advanced arguments in both written and oral assessments using the conventions of the historical discipline.

In this unit students will (1) develop their skills as historians by critically analysing primary sources – including execution broadsides, criminal trial reports, newspapers, memoirs, and criminal statistics – and by showing an awareness of the context in which they were produced; (2) identify and evaluate the methodological problems involved in the study of criminal justice history, c.1600 to 1900; (3) demonstrate a detailed understanding of developments in crime, policing and punishment and their changing cultural representations; (4) analyse a wide range of source materials using methodologies and theories appropriate for criminal justice history; (5) relate their independent source interpretations to the complex historiographical debates about crime, criminals, law enforcement and penal structures; (6) further develop the ability earlier imparted in the prerequisite level 2 unit to present advanced arguments in both written and oral assessments using the conventions of the historical discipline. Students have (1) an awareness of the changes which took place in crime and criminal justice systems; (2) an understanding of the historical context within which to appreciate the changing nature of crime and the responses to it; (3) a firm grasp of the conflicting theories and historical arguments which have been advanced to explain reform; (4) a good understanding of the theoretical and methodological approaches that have been deployed in criminal justice history; (5) an ability to critically assess a wide range of primary and secondary sources; (6) an ability to work independently and collaboratively to arrive at conclusions concerning the main themes of the period; (7) an ability to understand contrasting historiographical views, weigh up arguments and present findings in a clear manner; and (8) an ability to construct lucid, written arguments and present them in the form of a major research essay. By the end of Level 3, students in the discipline of History are able to (1) demonstrate an enhanced ability (beyond Level 2) to understand imaginatively, other places and other times; (2) demonstrate a knowledge of major historical developments in a range of times and places; (3) demonstrate an awareness of the world we live in through reference to some important aspects of humanity’s past experience; (4) identify main issues in a body of complex historical material; (5) apply advanced research skills to essay writing; (6) provide historical material of various kinds, including written, oral, pictorial, filmic, architectural, archaeological and other sources, for essay assessments and apply appropriate critical and analytical tools to them; (7) critically evaluate differences in interpretations of historical events and the historiographical contexts of such interpretations and locate their own work in such contexts; (8) describe and interpret in a sophisticated way, evidence of human experience, proposing explanations for the context and content of such evidence; (9) conduct independent research by locating and organising information relating to a specific question or problem; (10) demonstrate a knowledge of the motors of historical change in a range of times and places; and (11) express ideas in clear,
This unit draws upon a wide array of primary and secondary sources in order to provide a critical assessment of how crime was perceived, controlled and punished in the seventeenth, eighteenth and nineteenth centuries. It has three main aims—firstly, to examine changes in crime and perceptions of crime over this period; secondly, to investigate the manner in which law enforcement and criminal justice systems were reformed in response to changing needs and perceptions; and thirdly, to critically assess the competing theoretical frameworks which have been advanced to explain reform. Key questions to be addressed include—What was the rationale behind Witchcraft? What did contemporaries regard as crime, ‘social crime’ and ‘social protest’? How did the early modern criminal justice system function and in whose interests? Why did prisons and transportation replace public executions as the cornerstone of many penal systems? What historical explanations have been advanced to explain the transition from an unpolicied to a policed society? And how can long-term trends in crime, including class and gender variations, be explained? England forms the main focus of the unit, but comparisons are drawn with other parts of the United Kingdom (not least as Scotland had its own criminal justice system) as well as other countries.

Assessments tied to outcomes

Tutorial/workshop participation [outcomes 1,2,3,4 and 6]; research essay [outcomes 1,2,3,4,5 and 6]; and in-class reflective essay [1,2,3,4 and 6]. Tutorial/workshop performance will be assessed to encourage the development of oral discussion skills in relation to the development of complex argument and the marshalling of evidence and ideas in concise form. Students will write a research essay requiring 1/ the use and development of advanced historical research skills through a real engagement with primary source materials and 2/ engagement with historiographical and theoretical ideas and debates and methodological approaches. These will enhance students’ mastery of historiographical understanding and develop their generic skills in the formal presentation of research material, as well as the development of complex argument, and the marshalling of evidence and ideas in concise form. There will be a final review essay - in the form of an in-class test - which will encourage development of an overall understanding of developments in crime, police and punishment over the unit as a whole. It will also help advance their skills relating to analysis, argument, evidence and context.

Notes:
Clarification of unit outcomes and their linkage to assessment.
| **Availabilities** | Not available in 2013  
Semester 1 2014, Albany, face to face  
Semester 1 2014, Crawley, face to face |
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<tbody>
<tr>
<td><strong>Is broadening category A?</strong></td>
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<tr>
<td><strong>Is broadening category B?</strong></td>
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</table>
Changes for 2014: HIST3008 From Sudan to Saddam: Australia’s Foreign Wars

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>MJD-HISTY History (BArts) as option</th>
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<tbody>
<tr>
<td>Level</td>
<td>3</td>
</tr>
<tr>
<td>Credit points</td>
<td>6</td>
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**Outcomes**

Upon successful completion of a level 3 History unit, Concrete skills that students will be able develop through this unit include the ability to:

1. Describe research and assess the basic methodological issues characteristic of write an effective essay; (2) communicate ideas persuasively; (3) develop and sustain an argument of their own; (4) think historically and understand the discipline of History (although completion of the major will require at least three further level 3 units to augment and reinforce this instruction);

2. Identify and evaluate the methodological problems posed by the content of the particular unit they have studied;

3. Demonstrate a detailed understanding of the subject material in the unit they have studied;

4. Analyse a range of historical material of various kinds for essay assessments using appropriate methodologies;

5. Relate their independent interpretations to complex historiographical debates; and

6. Further develop the ability earlier imparted in the prerequisite level 2 unit to present advanced arguments in both written and oral assessments using the conventions of the historical discipline.

On completion of HIST3008, students will thus be able to:

1. Describe critically and assess key methodological issues in understanding Australia’s foreign wars;

2. Identify understand imaginatively other times and evaluate some of the major methodological challenges in war history, including the range of sources and approaches;

3. Demonstrate a thorough understanding of Australia’s foreign wars and their domestic contexts;

4. Analyse a range of historical sources for essay assessments using appropriate methodologies;

5. Relate their interpretations to key historiographical debates in Australia’s war cultures in Australian history;

6. Further develop the ability developed in the prerequisite level 2 unit to present complex arguments engaging with the historiography and methodology of Australia’s war history in both written and oral assessments.

Endorsed by Arts faculty - Workbook.

No justification or notes provided.

**Content**

This unit analyses Australia’s foreign wars and their domestic contexts. It deals with Australia’s part in the New Zealand Maori wars, the Sudan conflict, the Boer War, World Wars I and II, the Cold War, Korea, Vietnam and the Gulf wars. It raises questions about the place of wars in national histories, myth and memory. It analyses representations of wars in media such as film and fiction, memory and memorial, art and architecture, and in ceremony and commemoration. It discusses the relationship between representations and the reality of war and the histories of...
### Assessments tied to outcomes

Students will be assessed on their ability in a workshop setting to demonstrate oral discussion skills, to critically assess historiographical evidence and differing methodological approaches, and to present an argument in a concise form. They will also be assessed on their demonstration of appropriate methodologies and research skills in a research proposal with an annotated bibliography; and their demonstration of research, analysis and writing skills through the mastery of historiographical, theoretical and methodological ideas and debates in the development of a research essay.

**Assessment comprises**

- Workshop attendance, participation and organisation (outcomes 1, 2, 4, 5, 6)
- An primary source report (outcomes 2, 5, 6)

Research essays will require students to:

- Develop concrete proposals for a research project, find the necessary sources and secondary reading.
- Develop research skills
- Link research with the historiography of a topic, that is, to situate research in the relevant history and historical writing.
- Develop the concrete research proposal with annotated bibliography (outcomes 1, 2, 6)

A 3000-word research essay (outcomes 1, 2, 3, 4, 5, 6) Situate research in the material on the history of war in Australia and particular histories that have been studied in the unit.

**Review essays will require students to:**

- Develop arguments about the meaning of the concepts used and studied in this unit, as set out above.
- Develop arguments about the reliability, veracity and theoretical underpinnings of the historiography of war in Australia, that is, to understand the theoretical, philosophical and research approaches of the material studied.
- Develop a deep understanding of the experience and representations of war, the dynamics of social structure and the multi-faceted nature of Australian history.

**Develop the concrete essay writing skills as set out above.**

**Tutorial participation will require students to:**

- Be able to communicate verbally arguments about the histories of Australians at war.
- Read widely and understand the material presented and the theoretical positions taken by authors used in the unit.
- Be able to express independent and critical positions on the literature and the issues presented in the unit.

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**Endorsed by Arts faculty - Workbook.**

**Notes:**

Clarification of unit outcomes and their linkage to assessment

### Assessment items

This comprises a 2000-word research essay; a 2500-word review essay; and tutorial participation.

### Prerequisites

A level 2 History unit
<table>
<thead>
<tr>
<th>Corequisites</th>
<th>Nil.</th>
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<tbody>
<tr>
<td>Incompatibilities</td>
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<td>Availabilities</td>
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<td>Is broadening category A?</td>
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<td>Is broadening category B?</td>
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Attachment E71
Changes for 2014: HIST3009 Mythistory: Science Fiction, Fantasy and the Historical Imagination

| Curriculum       | MJD-HISTY History (BArts) as option  
|                 | MJD-EUROS European Studies (BArts) as option |
| Level           | 3 |
| Credit points   | 6 |

**Outcomes**

Upon successful completion of a level 3 History unit, students will be able to:

1. Describe and assess the basic methodological issues characteristic of the discipline of History (although completion of the major will require further level 3 units to augment and reinforce this instruction);
2. Identify and evaluate the methodological problems posed by the content of the particular unit they have studied;
3. Demonstrate a detailed understanding of the subject material in the unit they have studied;
4. Analyse a range of historical material of various kinds for essay assessments using appropriate methodologies;
5. Relate their independent interpretations to complex historiographical debates; and
6. Present advanced arguments in both written and oral assessments using the conventions of the historical discipline.

Upon completion of HIST3009, students will have:

1. Gained knowledge about the history of the science fiction and fantasy genres and about the historical imagination of those genres; and
2. Gained understanding of method in contemporary history of ideas and cultural history. Students will also have gained 'generic skills': Science fiction and fantasy texts lend themselves well to the illumination of cultural, intellectual, and ideological change, and are highly amenable to the methods developed by intellectual and cultural historians. More generally, students develop their 'generic skills' in:
   1. Oral discussion;
   2. Bibliography;
   3. The formal presentation of research material;
   4. The development of complex argument; and
   5. The marshalling of evidence and ideas in concise form.

Endorsed by Arts faculty - Workbook

No justification or notes provided.

**Content**

"A long time ago in a galaxy far, far away..." The genres of fantasy and science fiction are vital aspects of modernity. Their vitality reflected in the resonance of this epigraph from the Star Wars films, embodied in the vast popularity of Tolkien’s Lord of the Rings, exemplified by the flourishing subculture associated with Star Trek. This unit studies the ‘mythistories’ (to use William McNeill’s apt term) of these genres: the ways in which they have combined cultural creativity and historical memory to imagine alternative pasts and presents, or extrapolate futures. At the same time, the unit examines the emergence of fantasy and science fiction within the crisis-ridden twentieth century, while considering how these genres have contributed to the making of the modern world. The utopian and dystopian futures conceived in science fiction; the alternate history genre (‘What if the Nazis had won the Second World War?’); the imaginary realms and imaginary pasts of ‘High Fantasy’; the far-future visions of ‘Dying Earth’ science-fantasy—all are analysed in their historical and ideological dimensions. Students engage with primary sources and develop their research skills in the history of ideas and cultural history, while engaging with the sophisticated critical and contextual studies that have accumulated around these texts.

**Assessments tied to outcomes**

- Tutorial participation will manifest unit outcomes 1, 2, 3, 6, and 7.
- The bibliographical exercise will manifest unit outcomes 2 and 4.
The research essay will manifest unit outcomes 1, 2, 5, 6, and 7. The review essay will manifest unit outcomes 1, 2, 6, and 7. If there are to be tutorials, tutorial performance will be assessed to encourage the development of oral discussion skills in relation to the development of complex argument and the marshalling of evidence and ideas in concise form. Students will write a major essay requiring a preliminary bibliographical exercise designed to develop their skills in bibliography and research. The major essay itself will require the application of research methodology in the History of Ideas and Cultural History to a major genre text, thereby enhancing students' mastery of research technique and developing generic skills in the formal presentation of research material, the development of complex argument, and the marshalling of evidence and ideas in concise form. There will be a final review essay which will encourage development of an overall understanding of the history of genre science fiction and fantasy and of the conceptual tools appropriate to its comprehension, as well as developing generic skills in the formal presentation of research material, the development of complex argument, and the marshalling of evidence and ideas in concise form.

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| Endorsed by Arts faculty - Workbook |
| Notes:                             |
| Clarification of outcomes and their linkage to assessment. |

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<th>Assessment items</th>
<th>This comprises tutorial participation; bibliographical exercise; research essay; and review essay.</th>
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<tbody>
<tr>
<td>Prerequisites</td>
<td>A level 2 History unit</td>
</tr>
<tr>
<td>Corequisites</td>
<td>Nil.</td>
</tr>
<tr>
<td>Incompatibilities</td>
<td>HIST2233 History in Fantasy, Fantasy in History; HIST2233 Mythistory: Science Fiction, Fantasy and the Historical Imagination; HIST3233 History, Fantasy and Tolkien's Worlds</td>
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<td>Availables</td>
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<td>Is broadening category B?</td>
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Attachment E73
### Changes for 2014: HIST3010 Introduction to African History

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<th>Curriculum</th>
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<tbody>
<tr>
<td>Level</td>
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</tr>
<tr>
<td>Credit points</td>
<td>6</td>
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**Outcomes**

Upon successful completion of a level 3 History unit, students will be able to (1) describe and assess the basic methodological issues characteristic of the discipline of History (although completion of the major will require further level 3 units to augment and reinforce this instruction); (2) identify and evaluate the methodological problems posed by the content of the particular unit they have studied; (3) demonstrate a detailed understanding of the subject material in the unit they have studied; (4) analyse a range of historical material of various kinds for essay assessments using appropriate methodologies; (5) relate their independent interpretations to complex historiographical debates; and (6) further develop the ability earlier imparted in the prerequisite level 2 unit to present advanced arguments in both written and oral assessments using the conventions of the historical discipline.

In this unit students will (1) develop their skills as historians by critically analysing primary sources, especially those that represent Africans from a Eurocentric perspective; (2) identify and evaluate the methodological problems posed by historical accounts of Africa that emphasize African agency and/or structural conditions as the primary motor of historical change in the continent; (3) demonstrate a detailed understanding of important themes in the history of Africa in the nineteenth and twentieth centuries; (4) analyse a wide range of source materials using appropriate methodologies; (5) relate their independent source interpretations to the complex historiographical debates about the history of Africa; and (6) further develop the ability earlier imparted in the prerequisite level 2 unit to present advanced arguments in both written and oral assessments using the conventions of the historical discipline. Students are able to (1) identify and describe how Africans have been represented in certain Eurocentric historical accounts; (2) identify some of the strengths and weaknesses of histories that emphasize the importance of African agency; (3) identify and describe some of the responses of Africans in east and southern Africa to European conquest and colonial rule; (4) identify some of the challenges facing contemporary Africa and describe recent events in Rwanda and the Congo; (5) in tutorials and tutorial papers analyse and critique arguments presented in lectures and the course reader; (6) plan, organise and write an essay on an African topic using resources held in the UWA library; and (7) reference written work using the Oxford style, in accordance with the style guide attached to this unit outline. More generally, students develop ‘generic skills’ in (1) oral discussion; (2) bibliography and research; (3) the formal presentation of research material; (4) the development of complex argument; and (5) the marshalling of evidence and ideas in concise form. By the end of Level 3, students in the discipline of History are able to (1) demonstrate an enhanced ability (beyond Level 2) to understand imaginatively, other places and other times; (2) demonstrate a knowledge of major historical developments in a range of times and places; (3) demonstrate an awareness of the world we live in through reference to some important aspects of humanity’s past experience; (4) identify main issues in a body of complex historical material; (5) apply advanced research skills to essay writing; (6) provide historical material of various kinds, including written, oral, pictorial, filmic, architectural, archaeological and other sources, for essay assessments and apply appropriate critical and analytical tools to them; (7) critically evaluate differences in interpretations of historical events and the historiographical contexts of such interpretations and locate their own work in such contexts; (8) describe and interpret in a sophisticated way, evidence of human experience, proposing explanations for the content and context of such evidence; (9) conduct independent research by locating and organising information relating to a specific question or problem; (10) demonstrate a knowledge of the motors of historical change in a range of times and places; and (11) express ideas in clear, cogent terms, using the conventions of the
Content

This unit introduces students to the rich history of Africa. While the continent’s vast and diverse history cannot be reviewed comprehensively in a single semester, it focuses on a number of key themes and important historical problems in lectures and tutorials. It begins with a discussion of Eurocentrism and the concepts of ‘agency’ and ‘structure’, and examines African slavery and the Atlantic slave trade. It explores conflict over land and resources in nineteenth-century southern Africa before turning its attention to the colonial era. The unit concentrates on the variety of African responses to European colonialism: violent resistance to European conquest in the nineteenth and early twentieth centuries; accommodation with colonial rulers once European rule was secured and the Mau Mau uprising in late colonial Kenya; the controversial politics of female circumcision in Kenya; Idi Amin’s dictatorship in Uganda and the emergence of the Black Consciousness Movement in apartheid South Africa; and the terrible genocide in Rwanda in 1994 and the continuing humanitarian catastrophe in the Congo. The unit focuses on the themes of agency and structure in the unfolding of African history, and in lectures and workshops students pays special attention to the important roles played by African historical actors, as well as the way in which material circumstances limited their freedom of action.

Assessments tied to outcomes

This comprises weekly tutorial participation on assigned readings [outcomes 2, 3]; three short tutorial papers over the course of the semester [outcomes 1, 2, 3, 4, 5, 6]; a 3000-word research essay [outcomes 1, 2, 3, 4, 5, 6]; and a 1500-word reflective essay [outcomes 1, 2, 3, 4, 5, 6]. Tutorial performance will be assessed to encourage the development of oral discussion skills in relation to the development of complex argument and the marshalling of evidence and ideas in concise form. Students will write a major essay requiring a preliminary bibliographical exercise designed to develop their skills in bibliography and research. The major essay itself will require the application of research methodology in the field of African history, thereby enhancing students’ mastery of research technique and developing generic skills in the formal presentation of research material, the development of complex argument, and the marshalling of evidence and ideas in concise form. There will be a final review essay which will encourage development of an overall understanding of themes and approaches to the study of African history, and of the conceptual tools appropriate to its comprehension, as well as developing generic skills in the formal presentation of research material, the development of complex argument, and the marshalling of evidence and ideas in concise form.

Notes:
Clarification of outcomes and their linkage to assessment.

Assessment items

This comprises workshop participation; bibliographical exercise; research essay; and review essay.

Prerequisites

A level 2 History unit

Corequisites

Nil.

Incompatibilities

HIST2247 Introduction to African History
| Availabilities          | Not available in 2013  
|                        | Semester 1 2014, Albany, face to face  
|                        | Semester 1 2014, Crawley, face to face  
| Is broadening category A? | False  
| Is broadening category B? | True  

Attachment E76
**Changes for 2014: HIST3011 The Vikings**

| Curriculum | MJD-HSTY History (BArts) as option  
|            | MJD-EUROS European Studies (BArts) as option  
|            | MJD-MDEMS Medieval and Early Modern Studies (BArts) as option  
| Level      | 3  
| Credit points | 6  

**Outcomes**

Upon successful completion of a level 3 History unit, students will be able to (1) describe and assess the basic methodological issues characteristic of the discipline of History (although completion of the major will require further level 3 units to augment and reinforce this instruction); (2) identify and evaluate the methodological problems posed by the content of the particular unit they have studied; (3) demonstrate a detailed understanding of the subject material in the unit they have studied; (4) analyse a range of historical material of various kinds for essay assessments using appropriate methodologies; (5) relate their independent interpretations to complex historiographical debates; and (6) further develop the ability earlier imparted in the prerequisite level 2 unit to present advanced arguments in both written and oral assessments using the conventions of the historical discipline.

On the successful completion of this unit students are able to (1) identify and analyse ways in which Scandinavian society and culture in the period c.700–1200 operated (particularly in regard to self-identity and the writing of history, social and gender divisions, honour and law and religious beliefs); (2) carry out comparative historical analysis of Scandinavian and other early medieval societies; (3) analyse the impact of Scandinavian trading, raiding and colonisation in various areas of Western Europe; (4) identify and analyse comparatively different kinds of primary evidence for Viking history (e.g. textual, archaeological, artistic), using appropriate methodologies; (5) demonstrate; (4) analyse the impact of Scandinavian trading, raiding and colonisation in various areas of Western Europe; (5) analyse and critique arguments presented in lectures and the course reader; (6) achieve a high level understanding of the genres in which early medieval Scandinavians represented their world, and methodological problems of interpretation, by critically discussing primary sources in their historical context; (6) plan, organise and write an essay in clear, cogent English, critically using both primary and secondary sources, including compiling a scholarly bibliography; and (8) work together with the group to present a critical analysis of one problem in Viking history to the rest of the class. By the end of Level 3, students in the discipline of History are able to (1) demonstrate an enhanced ability (beyond Level 2) to understand imaginatively, other places and other times; (2) demonstrate a knowledge of major historical developments in a range of times and places; (3) demonstrate an awareness of the world we live in through reference to some important aspects of humanity’s past experience; (4) identify main issues in a body of complex historical material; (5) apply advanced research skills to essay writing; (6) provide historical material of various kinds, including written, oral, pictorial, filmic, architectural, archaeological and other sources, for essay assessments and apply appropriate critical and analytical tools to them; (7) critically evaluate differences in interpretations of historical events and the historiographical contexts of such interpretations and locate their own work in such contexts; (8) describe and interpret in a sophisticated way, evidence of human experience, proposing explanations for the content and context of such evidence; (9) conduct independent research by locating and organising information relating to a specific question or problem; (10) demonstrate a knowledge of the motors of historical change in a range of times and places; and (11) express ideas in clear, cogent terms, using the conventions of the discipline and in correct English.

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In the eighth to twelfth centuries, England, Normandy, Ireland, Iceland and the Ukraine were colonised by a people we now call the Vikings—Norse-speaking Scandinavians whose trade-routes dominated the early medieval world. Yet histories of the period often marginalise the Vikings, considering them only as raiders and interlopers in the ‘civilised’ Latinate cultures of Continental Europe. This unit sets the Vikings at centre stage, tracing their societies, culture, and history through their own sagas, poetry, art and archaeology, as well as through accounts of them by their contemporaries. It focuses particularly on the best methods of researching Viking history through a range of primary sources—literature, histories, and archaeological material.

<table>
<thead>
<tr>
<th>Assessments tied to outcomes</th>
<th>Detail</th>
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</thead>
<tbody>
<tr>
<td>Level 3 History outcome 1, 2, 3, and 4 will be assessed in tutorial participation and organisation</td>
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<tr>
<td>Level 3 History outcome 2 will be assessed in the primary source exercise and research essay with critical bibliography</td>
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<tr>
<td>Level 3 History outcome 3 will be assessed in tutorial participation and organisation, the group presentation and the research essay</td>
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<tr>
<td>Level 3 History outcome 4 will be assessed in the primary source exercise and research essay</td>
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<tr>
<td>Level 3 History outcome 5 will be assessed in tutorial participation and organisation, and the research essay with critical bibliography, the group presentation</td>
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<tr>
<td>Level 3 History outcome 6 will be assessed in tutorial organisation, the primary source exercise and the research essay</td>
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<tr>
<td>Unit outcomes 1, 2 and 3 Outcome 7 will be assessed in the research essay</td>
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<tr>
<td>Outcome 8 will be assessed in tutorial participation and organization, and the essay</td>
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<tr>
<td>Unit outcomes 4 and 5 will be assessed in the primary source exercise and the essay</td>
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<tr>
<td>Unit outcome 6 will be assessed in tutorial participation and organization, group presentation</td>
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</table>

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**Notes:**
Clarification of outcomes and their linkage to assessment.

**Assessment items**
This comprises an in-class primary source exercise; a 3000-word research essay with critical bibliography; and tutorial/workshop attendance, participation and organisation.

**Prerequisites**
Any level 2 unit in History OR MEMS2002 World Views: Religion, Gender and Society in Pre-modern Europe

**Corequisites**
Nil.

**Incompatibilities**
HIST2285/HIST3385 The Vikings

**Availabilities**
Not available in 2013
Not available in 2013
<p>| | |</p>
<table>
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<tr>
<td><strong>Is broadening category B?</strong></td>
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Changes for 2014: HIST3012 Early Modern France 1500 - 1789

| Curriculum       | MJD-HISTY History (BArts) as option  
|                 | MJD-MDEMS Medieval and Early Modern Studies (BArts) as option |
| Level           | 3 |
| Credit points   | 6 |

Outcomes

Upon successful completion of a level 3 History unit, students will be able to (1) describe and assess the basic methodological issues characteristic of the discipline of History (although completion of the major will require further level 3 units to augment and reinforce this instruction); (2) identify and evaluate the methodological problems posed by the content of the particular unit they have studied; (3) demonstrate a detailed understanding of the subject material in the unit they have studied; (4) analyse a range of historical material of various kinds for essay assessments using appropriate methodologies; (5) relate their independent interpretations to complex historiographical debates; and (6) further develop the ability earlier imparted in the prerequisite level 2 unit to present advanced arguments in both written and oral assessments using the conventions of the historical discipline.

Students who complete this unit are able to (1) critically analyse a wide range of original source materials; (2) analyse the major contours of French history in the period 1500 to 1789; (3) draw critically from a range of historical methodologies and analytical tools to answer research questions; (4) critically evaluate differences and issues in other scholars' interpretations of historical events; (5) work collaboratively to arrive at questions and conclusions about the period; (6) express ideas in clear, cogent and correct English in both written and oral forms; (7) construct a logical argument with relevant documentation; (8) construct historical work with the appropriate scholarly conventions and apparatus; (9) conduct independent research to locate appropriate original and modern materials about the era; and (10) understand issues in how history is produced for and by different media.

Content

This unit explores the vast social, political, cultural and intellectual changes that occurred in France from the period of the Renaissance to the Revolution. Students analyse the major developments in social and political power, their expression in written texts, art, music, literature, social experience and political movements. The unit examines the nature of rule in France, its relationship to religious, political, social and cultural beliefs, and its development and expression in civil wars, riots and protest, and international warfare in Europe. Students are given extensive opportunities to develop methodological skills in this unit by interpreting original documents and artefacts across a broad chronological survey of early modern France and in its interactions with Europe and the world assessing historians' approaches to these sources, and establishing their own analyses in the context of the current scholarly interpretations and narratives of the period.

Endorsed by Arts faculty - Workbook
No justification or notes provided.

Endorsed by Arts faculty - Workbook
Notes:
Minor changes to unit content.
Assessments tied to outcomes

ASSESSMENT 1: Tutorial and workshop participation
Outcomes assessed:
- Critically analyse a wide range of original source materials
- Analyse the major contours of French history in the period 1500 to 1789
- Draw critically from a range of historical methodologies and analytical tools to answer research questions
- Critically evaluate differences and issues in other scholars' interpretations of historical events
- Work collaboratively to arrive at questions and conclusions about the period
- Express ideas in clear, cogent and correct English in both written and oral forms

ASSESSMENT 2: History in Practice Exercise, 1000 words
Outcomes assessed:
- Critically evaluate differences and issues in other scholars' interpretations of historical events
- Express ideas in clear, cogent and correct English in both written and oral forms

Outcomes will be assessed in the following way:
- **Level 3** Construct historical work with the appropriate scholarly conventions and apparatus
- Understanding issues in how history is produced for and by different media

ASSESSMENT 3: Outcome 1 will be assessed through tutorial and workshop participation, the self-developed essay bibliography, and the research essay.
Outcomes assessed:
- Critically analyse a wide range of original source materials
- Critically evaluate differences and issues in other scholars' interpretations of historical events
- Express ideas in clear, cogent and correct English in both written and oral forms
- Construct historical work with the appropriate scholarly conventions and apparatus
- Conduct independent research essay to locate appropriate original and modern materials about the era

Level 3 Outcome 2 will be assessed:

ASSESSMENT 4: Research essay of 2500 words
Outcomes assessed through tutorial and workshop participation:
- Critically analyse a wide range of original source materials
- Analyse the self-developed essay bibliography and the major contours of French history in the period 1500 to 1789
- Draw critically from a range of historical methodologies and analytical tools to answer research questions

Level 3 Outcome 3 will be assessed through tutorial and workshop participation, the self-developed essay bibliography, and the research essay.
Level 3 Outcome 4 will be assessed in the self-developed essay bibliography, and the research essay.
Level 3 Outcome 5 will be assessed through tutorial and workshop participation, the history in practice exercise, the self-developed essay bibliography, and the research essay.
Level 3 Outcome 6 will be assessed through tutorial and workshop participation, the history in practice exercise, the self-developed essay bibliography, and the research essay.

Unit Outcome 1 will be assessed through tutorial and workshop participation, the
self-developed essay bibliography, and the research essay.

Unit Outcome 2 will be assessed through tutorial and workshop participation, the self-developed essay bibliography, and the research essay.

Unit Outcome 3 will be assessed through tutorial and workshop participation and the research essay.

Unit Outcome 4 will be assessed through tutorial and workshop participation, the history in practice exercise, the self-developed essay bibliography, and the research essay.

Unit Outcome 5 will be assessed through tutorial and workshop participation.

Unit Outcome 6 will be assessed through tutorial and workshop participation, the history in practice exercise, the self-developed essay bibliography, and the research essay.

Unit Outcome 7 will be assessed in the history in practice exercise and the research essay.

Unit Outcome 8 will be assessed in the history in practice exercise, the self-developed essay bibliography, and the research essay.

Unit Outcome 9 will be assessed in the self-developed essay bibliography, and the research essay.

Unit Outcome 10 will be assessed in the history in practice exercise. Critically evaluate differences and issues in other scholars' interpretations of historical events

Express ideas in clear, cogent and correct English in both written and oral forms

Construct a logical argument with relevant documentation

Construct historical work with the appropriate scholarly conventions and apparatus

Conduct independent research to locate appropriate original and modern materials about the era

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Assessment items

This comprises tutorial and workshop participation; history in practice exercise of 1000 words; self-developed annotated bibliography; and a 2500-word research essay.

Notes:

Clarification of unit outcomes and their linkages to assessment.

Prerequisites

Any level 2 unit in History OR MEMS2002 World Views: Religion, Gender and Society in Pre-modern Europe

Corequisites

Nil.

Incompatibilities

Nil.

Availabilities

Not available in 2013
Semester 1 2014, Crawley, face to face

Is broadening category A?

False

Is broadening category B?

True
Please note that this unit is not yet approved.

Unit Information

Title: The City in History  
Level: 2  
Type: Undergraduate in major(s);  
Intended courses: History major (already approved) BA

Faculty: Arts  
Resp. Org. Entity: Humanities (00120)  
Contact: W/Professor Jenny Gregory (jenny.gregory@uwa.edu.au)  
Proposed: 14/12/2011

First year of offer: 2015  
Credit points: 6  
Workload hours per 6 pts: 150

Broadening categories: Broadening Category B  
Elective

Academic information

Unit Content: More than half the world’s people now live in cities, but what role have cities played in the past? This unit explores the dazzling history and heritage of the world’s great cities, through themes such as urban culture, environment and planning, gender roles, migration and race relations, as well as rebellion and protest. Among the cities studied may be the medieval and renaissance cities of Europe; the colonial cities of Africa and Asia; the old world cities of London, Vienna, Paris, and St Petersburg; and the new world cities of North America and Australia.

Students are given the opportunity to gain an understanding of the role of cities in world history as sites of population, power, and culture, to gain a grounding in historiographical and theoretical trends in urban history, to design a research project which will engage with a major urban historical theme such as race, class, gender, or the culture or environment of a city.

Outcomes: Upon successful completion of a level 2 History unit, students will have received the necessary training, particularly in historiography, to enable them to progress to a level 3 History unit (although completion of the major will require further level 2 study to augment and reinforce this instruction). They will be able to (1) describe and assess the basic historiographical issues characteristic of the discipline of History; (2) identify and evaluate the historiographical problems posed by the content of the particular unit they are studying; (3) demonstrate a detailed understanding of the subject matter of the unit they have studied; (4) locate appropriate sources for research essays; and (5) present arguments in both written and oral assessments using the conventions of the historical discipline.

Students who complete this unit will thus be able to (1) describe and assess key historiographical issues in urban history (2) identify and evaluate some of the major historiographical challenges in urban history, including the range of theoretical and disciplinary approaches within urban history (3) demonstrate a thorough understanding of the historical development and planning of cities and learn that most phases of city making leave a material legacy that can be visited and learnt from. (4) locate appropriate sources and produce a viable research proposal in order to undertake a research essay (5) present arguments reflecting key historiographical issues in urban history in assessments.

Assessment items: This comprises workshop attendance, participation and organisation; an in-class primary source exercise; a research proposal with annotated bibliography; and a 3000-word research essay.

Assessments tied to outcomes: Students will be assessed on their ability in a workshop setting to demonstrate oral discussion skills, to marshal historiographical evidence and ideas in a concise form, and to present an argument. They will also be assessed on their demonstration of research skills through a report on a primary source collection; the development of a research proposal with an annotated bibliography; and their demonstration of research, analysis and writing skills through the mastery of historiographical and theoretical ideas and debates in the development of a research essay.

Assessment comprises workshop attendance, participation and organisation (outcomes 1, 2, 3, 5); a primary source report (outcomes 2, 5); a research proposal with annotated bibliography (outcomes 1, 2, 4); a 3000-word research essay (outcomes 1, 2, 3, 5).
### Unit offered/shared in courses

<table>
<thead>
<tr>
<th>Type</th>
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<td>Option</td>
<td>Proposed new sequence</td>
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### Offerings

#### Quota
- No quota proposed.

#### Teaching Period
- Semester 1, 2015
- Location: Crawley
- Mode: face to face

### Unit rules

- **Prerequisites:** any Level 1 History unit
- **Corequisites:** Nil.
- **Incompatibilities:** Nil.

### Teaching Responsibilities

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### Committee endorsements and approvals

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