

**Heads of History
AHA Conference Annual Meeting**

**Monday 3 July 2017, 1:00 – 3:00 p.m.
Room 309, University House, cnr King and Auckland streets, Newcastle**

**Chair: Christina Twomey
Minutes: Ann Standish**

Agenda

1. Quality Journal List

Joy Damousi, Vice-President AHA and Chair, Research Portfolio will speak to this item

2. Progress Report on Survey of History departments

Martin Crotty, co-author of report, will give a verbal report on the survey

3. Structure of the History Major

Christina Twomey will lead a discussion to canvass views and experiences about:

- . the nature and content of first year teaching (pathways into the history major)
- . the role of capstone units (compulsory third-year units)
- . the place of other compulsory units (eg at second year)
- *Note attachment from University Sydney about new first-year curriculum*

4. Honours Examination

Andy May to convene information-sharing about best practice for honours thesis examination

5. Any other business.



A New First-Year Curriculum in History

Overview

In 2018 the Sydney University history department will replace its current eight first-year HSTY units with three new ones. Two of the new first-year units (HSTY 1002 and HSTY 1003) are world history surveys that give students a framework for thinking about long-term change. The other unit, HSTY 1001, introduces students into university-level historical research and interpretation through a detailed exploration of a particular time and place. HSTY 1001 introduces students to the micro and synchronic aspects of the discipline of history, the complementary survey units introduce them to the macro and the diachronic.

Students will have to complete two of these units as part of a major or a minor in history. We will encourage students to do HSTY 1001 and either 1002 or 1003, but some may choose to do the two survey classes.

HSTY 1001: History Workshop

UOS Description:

This unit introduces you to key aspects of historical thinking that have broad applications: evidence, change, context. Working in a small group with a specialist in the field, you will develop these skills by examining social, cultural, political, or economic transformation in one particular time and place over the course of a semester. Examples include Venice 1516, the Straits of Singapore 1603, New York 1827, Shanghai 1927, La Perouse 1931, Leflore County, Mississippi, 1955, Melbourne 1956, Paris 1968, Moscow 1991.

Assessment:

<i>Type of task</i>	<i>Quantity</i>	<i>Assessment length</i>	<i>Weight %</i>
1 Research paper	1	2000 words	40
2 Short response paper	5	500 words (2500wds total)	50
3 Participation			10

Teaching Hours:

1x2hr seminar/week, 1x1hr lecture/week

Learning Outcomes:

On successful completion of this unit, students will be able to

- construct critically aware historical arguments based on evidence
- demonstrate proficiency in analysing primary sources in their historical context
- demonstrate critical understanding of the varieties of historical explanation by examining varied aspects of a single time and place

General Remarks:

Increasingly, first-year history students struggle with the demands of a long essay; and large lecture-based units are often unsatisfactory settings in which to teach skills in analysing documentary evidence. The reorganisation of first-year History addresses these challenges. A seminar taught by a member of continuing staff, supplemented by a flipped lecture hour addressing more general issues, provides an opportunity to work closely with students on skills in interpretation, research, and writing.

HSTY1001 will be taught in both semesters, with different component seminars in each semester. Each year, most members of the department will contribute a seminar grounded in their own areas of expertise and interest, providing a wide range of contexts in which students can grapple with general concepts and processes in a satisfyingly concrete way. This approach offers breadth and freedom, while still maintaining cohesion: each seminar will have the same structure for classes and assessments, the same benchmarks and learning outcomes.

Every continuing member of the teaching and research staff (who is not on teaching relief, SSP, or LSL) will teach in HSTY1001 in every calendar year. This will promote collective ownership of the new curriculum, and it is a move against the international trend towards casualization.

HSTY 1002: Age of Empires

UOS Description:

In this unit you will develop the analytical skills to understand historical change. We will examine political, economic, social and cultural trends in a range of regions across a large span of time, c. 1000-1750 CE. Topics covered include Christianity and Islam, varieties of states and empires, and political transformations. We will examine the significance of the Middle Ages, Renaissance, the Reformation, and the Enlightenment, and consider what these episodes look like in a global context.

Assessment:

<i>Type of task</i>	<i>Quantity</i>	<i>Assessment length</i>	<i>Weight %</i>
1 Short paper	6	500 words (3000wds total)	50
2 Exam	1	1500 words	40
3 Tutorial participation			10

Teaching Hours:

2x1hr lecture/week, 1x1hr tutorial/week

Learning Outcomes:

On successful completion of this unit, students will be able to

- demonstrate critical understanding of key issues in the history of the Middle Ages, early modernity, the Renaissance, and the Enlightenment
- demonstrate critical awareness of the way the above terms have been critiqued and problematised
- critically analyse historical change over time
- critically compare how large-scale processes, including economic and demographic trends and changes in forms of government, played out in different geographical contexts
- synthesise and make critically aware generalisations based on diverse evidence and case studies

General Remarks:

The new HSTY 1001, consisting of small-group classes taught by continuing staff, is an ideal setting in which to coach students in the indispensable skills of essay writing; in HSTY 1002 and 1003, regular short papers keyed to lecture and tutorial topics are a more effective way of ensuring that students master the content so that they have a depth of material to call upon when making generalisations and comparisons across large swathes of time and place, as they will have to do in the exams for HSTY 1002 and HSTY 1003. We believe that short-answer questions are insufficient justification for a sit-down exam in History, but that having to think

intensely under exam conditions about problems with a large temporal and/or geographical range is a valuable experience.

HSTY 1003: Forging of the Modern World

UOS Description:

This unit critically examines the emergence of the modern world, from the eighteenth century to the present. We explore the making of the modern world in diverse locations, including Asia, Europe, the Americas, and Australia, relating social, cultural, political and economic factors. Is there one definition of modernity, across these different places?

Assessment:

<i>Type of task</i>	<i>Quantity</i>	<i>Assessment length</i>	<i>Weight %</i>
1 Short paper	6	500 words (3000wds total)	50
2 Exam	1	1500 words	40
3 Tutorial participation			10

Teaching Hours:

2x1hr lecture/week
1x1hr tutorial/week

Learning Outcomes:

By the end of this unit, students will be able to

- demonstrate understanding of key issues in the emergence of modernity and the ways modernity is a disputed concept
- show proficiency in critically analysing change over time
- critically compare how large-scale processes, including economic and demographic trends and changes in forms of government, played out in different geographical contexts
- demonstrate skills in synthesis and generalisation based on diverse evidence and case studies

General Remarks:

Increasingly, first-year history students struggle with the demands of a long essay; and large lecture-based units are often unsatisfactory settings in which to teach skills in analysing documentary evidence. The new HSTY1001, consisting of small-group classes taught by continuing staff, is an ideal setting in which to coach students in the indispensable skills of essay writing; in HSTY1002 and 1003, regular short papers keyed to lecture and tutorial topics are a more effective way of ensuring that students master the content so that they have a depth of material to call upon when making generalisations and comparisons across large swathes of time and place, as they will have to do in the exams for HSTY1002 and HSTY1003. We believe that short-answer questions are insufficient justification for a sit-down exam in History, but that having to think intensely under exam conditions about problems with a large temporal and/or geographical range is a valuable experience.

