



The University of Sydney

Department of History

<http://www.arts.usyd.edu.au/departs/history/undergrad/honours.shtml>

2012

HONOURS IN HISTORY

The honours year gives students a taste of history as a vocation. In seminar work, students grapple with problems in the theory and practice of history; the thesis gives you the experience of formulating a significant historical problem and writing a substantial piece of original research.

Students who take honours at the University of Sydney study in one of Australia's leading history departments. You work closely with dedicated teachers and active researchers whose interests span a wide variety of fields and methodological approaches.

The department is proud of its honours programme, graduates of which have gone on to a rich variety of rewarding careers. For some people, the honours year is a critical step on the path to further study (some of your teachers will indeed be University of Sydney honours graduates. For others, the fourth year is the culmination of formal education, an experience that helps you refine your skills in research, analysis and writing; extend your intellectual range; and develop personal and professional skills needed to see a major project through to completion.

THE PROGRAMME

The fourth-year honours programme in history consists of two seminars and a thesis. The seminars, which each require approximately 6000 - 8000 words of written work, are only offered in first semester. Final seminar assignments are due on **Monday 25 June**.¹ The thesis (18,000-20,000 words) is due on **Tuesday 9 October**. **(These dates do not apply to part-time students. See below, 'Due Dates'.)**

Honours is a single, unified programme. While you will receive marks for all pieces of assessment, **your academic transcript will record only your final, overall Honours mark**. The thesis is worth 60% of the final mark. Each seminar is worth 20%.

The programme is overseen by the fourth-year honours coordinator. In 2012 this will be Dr Nick Eckstein (room number – Brennan MacCallum 819; departmental telephone number – 9351-2155. Nick's email address is nicholas.eckstein@sydney.edu.au. This is also the address to which you must send

¹ Please note that the dates provided in this document are subject to confirmation by the beginning of Semester 1, 2012.

your History Department Honours Application Form. **N.B. the Application Form is NOT to be submitted as hard copy.**

The honours coordinator approves students' entry into the programme, maintains student records, liaises with supervisors and seminar coordinators, and chairs the committee that oversees the marking of theses. Students having any difficulties with the programme at any time should contact the coordinator.

ELIGIBILITY AND APPLICATION PROCESS

Please note: The Department of History only accepts applications for the Honours programme from students intending to begin studying Honours in the first semester of the academic year. **Mid-year entry to the programme is not permitted.** To be eligible to undertake Fourth Year Honours in 2012, you must have completed 48 senior credit points of History (i.e. 8 senior units of study), including HSTY2691, and have an average grade of credit or above in those 8 units of study. Up to 18 of the 48 credit points (i.e. 3 units) may be cross-listed units.

If you do not have these prerequisites but are close please contact the Honours coordinator to discuss your options.

There are two steps to the application process:

1. Pre-enrolment with the Faculty of Arts

Students pre-enrol for honours through the Faculty of Arts.

http://sydney.edu.au/arts/current_students/undergraduate/apply_for_honours.shtml

Current University of Sydney students moving on to fourth-year honours in 2012 will have their eligibility for honours checked by the Faculty of Arts. All the applications that fulfil the published requirements for honours entry are forwarded to history department's honours coordinator. The faculty will also refer to the department applications from students who haven't completed all the prerequisites. In these cases, the department's honours coordinator has some discretion to allow those students into the honours year. Students who want to do honours in 2012 but have not fulfilled all the prerequisites should contact the honours coordinator as soon as possible. If a student's pre-enrolment is successful, that should be the end of their dealings with the faculty. The student will be sent an invoice with an interim library card in December/January, and another for the 2012 academic year in February.

In the first semester, students simply enrol in two 'shell' units, HSTY4011 and HSTY4012 (History Honours A and History Honours B). These codes bear no relation to the actual seminars taken. The faculty only needs to know that you're doing two 12-credit units of history honours – which two seminars you take is between you and the history department. (This is why the seminars have no unit codes.) In the second semester, you enrol for another

two 'shell' units, HSTY4013 and HSTY4014 (History Honours C and History Honours D). These represent the thesis.

If you are transferring from another university, or returning to study at the University of Sydney after more than a semester away, the procedure is different. Students in this situation need to lodge an Honours Conversion form with the faculty office. You can download the form at

http://sydney.edu.au/arts/current_students/undergraduate/apply_for_honours.shtml

Use the '**Honours Conversion application form**'. Before going to the faculty office, transfer students need to get the history department's honours coordinator to approve and sign the form. Once the faculty office has the completed form, it will produce an enrolment form, which students complete in February 2012.

2. Application to the History Department

Students must also apply directly to the Department of History, using the History Department Honours Application Form, available via a link on the Honours page of the Department of History's website. Remember: **the Application Form is NOT to be submitted as hard copy but must be e-mailed to Nick Eckstein**. The deadline for doing so is **28 November 2011**. On the Application Form there is space of you to nominate your thesis topic and the seminars in which you wish to enrol. Each student's thesis topic and programme of seminars must be approved by the honours coordinator. It is possible to change your seminar choices before March next year (demand on seminars permitting). Late applications for seminar places and supervision (after 28 November) will be processed in the order in which they are received. The later you apply the more difficult it will be for us to give you your preferred choice of seminar and supervisor.

SEMINARS

Categories of seminar and class sizes:

There are two broad categories of seminar in 2012.

Field Seminars are grounded in a particular context, be that geography, place or time. They are designed to explore current or emerging debates or research foci in the areas in question.

Approach Seminars cross a diverse array of contexts in order to emphasis a particular approach to history writing and to understand the way in which this approach has developed in the scholarly literature.

Both kinds of seminar provide important, complementary skills that will equip you to deal with problems in the theory and practice of history. You must choose **one seminar from each category**.

Honours seminars are designed as an intensive teaching experience. For this reason seminar numbers are capped at a maximum of 15 students. When you complete your History

Department application form, be sure to list **at least one** alternative Field Seminar and **at least one** alternative Approach Seminar in case your first choices are over-subscribed. You may list more alternatives if you wish.

Field seminars

Histories of Australia

Prof Richard White

The field of Australian history is better thought of as a paddock, less well-tilled than other fields but less dependent on traditional patterns of farming. This seminar seeks to provide a broad grounding in Australian historiography, ranging across the radical nationalist tradition, identity politics, the cultural turn, the transnational moment and the new political history as well as various forms of popular history. At the same time it attempts a social and cultural history of historical effort in Australia, questions the assumptions of national history and considers the institutional structures that promote it.

Forms of assessment will be negotiated in the first meeting of the seminar within the parameters of 6-8000 words of written work and seminar participation.

Modern China

Prof Helen Dunstan

The historiography of modern China is developing and changing fast. This is partly because changes within China have greatly improved the conditions for historical research, including oral history. Equally important, however, have been willingness to look at the familiar in new ways, ask new questions, maintain open conversations with other disciplines, and consider heretical ideas. In this seminar, discussion will focus on pathbreaking studies from the last two decades, from a prize-winning re-exploration of a famous confrontation between popular religion and imperialist might to some of the latest searing re-interpretations of the Maoist era. Individual project work will offer the opportunity either to become familiar with the historiography of a specific topic or to experiment with primary sources. No knowledge of Chinese is required.

Modern European History

Prof Robert Aldrich

The fin-de-siècle - roughly from 1890 to 1914 - was one of the most vibrant periods in modern European history. Picasso was painting the first works of Cubist art, and Freud was developing the theory of psychoanalysis. Oscar Wilde was sentenced to prison for sodomy, and Alfred Dreyfus was tried for treason. Anarchists exploded bombs around Europe. European powers scrambled for Africa. On or about December 1910, Virginia Woolf remarked, human character changed. What did she mean? What was so 'belle' about the Belle Époque? This unit examines some of the themes in European cultural, social, political and colonial history in this period, with particular attention to the history and historiography of the urban crucibles of Paris, London and Vienna.

Early Modern Europe

Dr John Gagné

'Early modernity' is perhaps the historical period least recognized by name outside of academic circles. When was early modernity? What does the name mean? If we take it to be roughly the three centuries between 1400 and 1700, then it denotes the period in which the constituent elements of Western modernity were formulated, debated, and consolidated. How can historians retrace the steps of that process? What united the Italian renaissance, the religious reformations, and the articulation of a new science? This seminar investigates fundamental historical and historiographical themes in this age of creativity, faith, and scepticism. Weekly topics include: periodisation; antiquarianism and humanism; belief and its reformers and critics; culture and art; bodies and anatomies; science, gender and environment; social history and narratives; media and publics.

Americas

Dr Michael A. McDonnell

Who created 'America'? Traditional histories of the United States usually focus on the European settler societies planted along the eastern seaboard in the seventeenth and eighteenth centuries to explain the origin and rise of the new nation. More recently, historians have drawn on the insights of the new 'Atlantic history' to put these developments into a richer trans-national context, while others have utilised innovative methodologies to access the histories of non-Europeans during this period. This seminar will explore these new approaches and give students the opportunity to examine the multi-faceted ways in which indigenous and 'subaltern' peoples around the Atlantic basin confronted, challenged, and ultimately shaped the contours of empires in the early modern period, and the rise of the United States itself.

Victorianisms

Dr Frances Clarke

The Victorians were obsessed with measuring, quantifying, and classifying the world around them. In their search for natural laws and fixed truths, they invented new ways of understanding the boundary between male and female, self and other, healthy and ill, even life and death. At the same time, they evinced a fascination with those aspects of humankind that refused categorization—gawking at freakshows, collecting curiosities, and inventing hybrid creatures. This course places these twin urges side-by-side—analysing a range of now redundant cultural practices, from phrenology and the water-cure movement to freakshows and spirit photography—in order to distinguish whether there was such a thing as a Victorian worldview.

Approach seminars

Biography

Assoc Prof Mark McKenna and Prof Peter Read

Biography, or 'life writing', is today one of the most popular forms of historical writing. This seminar focuses primarily on Australian biography and the particular challenges the form presents to historians. After a brief coverage of the history of biography, we will look at a range of biographies published in the last four decades: indigenous, military, literary, political and sport. These works will be discussed with a view to identifying changes in the genre over

time and teasing out some of the more complex and interesting questions concerning life writing and historical method.

Violence in History

Dr Nick Eckstein

This unit examines many of the cultural forms that violence has taken in human history. One of the most easily essentialised issues the historian can confront, violence is also very difficult to confront dispassionately. The unit examines how sexuality, gender, class, ethnicity and other factors influence the way violence is constructed and inscribed on human consciousness. Topics include: ritual killing; sacrifice and honour; violence as ritual communication; punishment, discipline and social control; and cinematic representations of violence.

The Problem of the Text

Dr Julie Smith

It is axiomatic that historians of all periods and perspectives must engage with texts. What is more, each text and period presents its own particular challenges in the development of appropriate and proficient reading skills. Seminars will initially focus on readings that explore textual encounters from a variety of theoretical and cultural perspectives (including intellectual, gender, religious, colonial, social histories). Texts are not simply written, and may not necessarily be found in archives or libraries hence approaches will incorporate the study of a variety of non-written texts (such as bodies and material culture). The skills developed in this seminar are fundamental to historical practice, and allow for a variety of interests and fields of study, and include pragmatic skills (that is, reading difficult hands and unfamiliar or damaged materials). Students choose one of these approaches when developing their own seminar research projects.

Intellectual History

Assoc Prof Andrew Fitzmaurice

We cannot do anything without first conceiving of it and this means we have an idea of what we do. Ideas shape the scope of human action. They define what is legitimate and is not. They motivate and they explain. But ideas do not live an independent life, separate from human experience. They are deeply embedded in the social world. They shape that world and are shaped by it.

This seminar will examine the history of ideas paying close attention to the contexts through which they are shaped. It will explore ways in which ideas can be used to understand history and in this sense it will introduce the history of ideas as an historical methodology. But the seminar will also pursue these aims through looking at the history of particular ideas, for example ideas of freedom and rights, and in this way it will range broadly through historical time, examining ideas in Classical, Medieval, Renaissance and Modern contexts.

Place and Meaning in the Past

Dr Lyn Olson

Although traditionally associated with time, History can also be rewardingly approached

through place, and place-oriented History has its own methodology. The places of which the historical meaning was investigated the last time the seminar was taught were: Greater Angkor, Great Zimbabwe, Pompeii, Jerusalem's Temple Mount / Dome of the Rock, find-spots of 5-6thc. Mediterranean pottery in the British Isles, Great Wall of China, a piazza in Florence, 'Mary Rose' shipwreck, Delhi, a slaveholding household in Baltimore, Berlin's Wilhelmstrasse / Reichstag, the World Trade Center and houses in Sydney's Rocks (field trip). Other suggestions are welcome. The seminar offers both geographical breadth and chronological depth to round out your historical experience.

THE THESIS

The culmination of the honours year is a thesis of 18,000-20,000 words. The thesis is an original piece of work based on research in primary sources and a sound command of the relevant scholarship. Students will do the bulk of work on the thesis in the second semester, after their seminars are over. However, it is vitally important to make an early start, and not just for reasons of time management: having the project simmer away in the back of your mind as you concentrate on your seminars will enrich the thesis immeasurably. Moreover, having a good idea of what your thesis is about by the beginning of the March semester will enable you to connect what you learn in your two seminars to your thesis work.

To ensure that the thesis is not altogether left until the July semester, students will submit a brief statement (prospectus) on their thesis topic, together with an outline of the primary and secondary sources available and read so far, to the history honours coordinator in the middle of the first semester. The coordinator will meet with each student individually to discuss this prospectus and the student's progress so far.

Students work out a thesis topic in consultation with a supervisor, whose responsibility it is to ensure that the topic is manageable—both in its scope for completion in the time available and in the availability of appropriate materials in Australia. The supervisor guides and advises the student as s/he undertakes research, helps the student refine the topic and the argument, and comments on drafts. Students and supervisors should meet regularly: every two to three weeks on average, more often at 'crunch' times, and also whenever problems crop up. The Faculty of Arts Supervision Code of Practice sets out the responsibilities of departments, students and supervisors. See:

http://sydney.edu.au/arts/downloads/documents/policy/Honours_Supervision_Code_Practice.pdf

Each student will have a supervisor who is a member of staff in the history department. Students doing joint honours in history and another discipline will have a second supervisor from another department. In exceptional circumstances co-supervision (with one member of staff supervising the student in each semester) may be authorised.

The thesis is initially marked by two History Department academics, neither of whom is the supervisor. Both examiners write reports, which the student and the supervisor see. All the theses are then reviewed by a committee chaired by the honours coordinator. The supervisor may submit a response to the reports for the information of the committee. This committee

ensures that the thesis results are comparable across different fields, and adjudicates cases where the two reports diverge in their assessment of the thesis in question. The committee reviews the reports, the supervisors' responses, and the thesis, and sometimes commissions a further report. Every thesis in contention for a medal is read by the entire committee.

How do I find a Supervisor?

First think about the kind of topic on which you would like to write. If you are stuck for ideas, you might find inspiration in *topics* you have covered in previous History units. Alternatively you might find inspiration in an *approach* discovered in a previous History unit that you want to apply to another historical context in your honours thesis.

Your topic can be quite vague at this point. Your supervisor can help you to refine it. Once you have some idea about your topic you should consult the list of possible supervisors in this guide. Make an appointment to discuss the topic and potential supervision with appropriate members of staff.

Applications for supervision come via the Honours coordinator, whose role is to match staff resources and expertise with student interests. (See 'Application Process'). When you apply to the Department, we **require** that you list the names of **at least two** members of staff whom you have consulted. Do not confine yourself to staff who have previously taught you. The department has a large number of research-intensive staff who can also act as supervisors. Teaching staff are allowed to supervise a maximum of four honours students. Research-intensive staff are exempt from this rule. Staff may not supervise whilst on leave. In **exceptional** circumstances, staff on leave for one semester may be able to organise a co-supervision arrangement.

Academic Staff Research Fields and Availability in 2012

(Go to History Department website for contact details)

There is a single supervisor for a fourth-year student in the preparation of his or her Honours thesis, although students are encouraged to draw on the experience and expertise of other members of the department as appropriate. In exceptional circumstances, however, the Chair or the Honours Coordinator may authorise co-supervision. These cases would include, in particular, circumstances in which the specialists in a particular area of study are unavailable for part of the year. In such a situation, two members of staff would supervise a thesis, one in each semester. This arrangement must be agreeable to the student and the department. All students seeking co-supervision must complete a co-supervision form (at end of this document).

Professor Robert Aldrich

Modern European and colonial history, especially France; gay history

Professor Warwick H. Anderson

History of tropical medicine and international health; medical history and anthropology; biomedical sciences and racial thought; disease ecology

Professor Alison Bashford

History of medicine, history and gender, late modern European and British history

Dr Kit Candlin

Empire and imperialism, Atlantic World, Early Modern and modern Europe, the UK and United States

Dr Emma Christopher

Atlantic history; transatlantic slave trade; convict transportation

Dr Frances Clarke

Nineteenth century United States history, women's and gender history, memorialization of warfare

Dr James Curran

Australian political and diplomatic history

Professor Ann Curthoys

Australian history, Aboriginal-European relations, historical theory

Michael Davis

Indigenous/European histories and encounters; the relationships between Indigenous and other knowledge systems; Indigenous knowledge, ecology and place; ethical research and protocols for Indigenous studies.

Professor Helen Dunstan

Premodern Chinese history, economic thought and economic policy.

Dr Marco Duranti

History of Modern Europe, particularly Western Europe in the twentieth century; Transnational history; History of human rights, humanitarianism, development and genocide; History and memory

Dr Nicholas Eckstein

Early Modern European history, late medieval and renaissance Italy, popular religion, urban history

Associate Professor Andrew Fitzmaurice

Early Modern European history, intellectual history, colonization and expansion

Dr John Gagné

Early modern Europe, print news, collecting, and war, local-global connections in premodernity, gender, consumerism, consumption, and food

Associate Professor Chris Hilliard

Modern British history, history and literature, New Zealand history

Dr Julia Horne

Australian history, oral history, higher education

Associate Professor Judith Keene

Twentieth century European History, film and history

Professor Iain McCalman

Eighteenth-century and early-nineteenth British and European history; popular culture and low life; uses of media for history

Dr Cindy McCreery

Modern European History, British and Irish History, maritime history, visual representations.

Dr Michael McDonnell

History of the Atlantic World, Colonial and Revolutionary United States history, Native Americans

Kirsten McKenzie

Australian history, colonialism, gender history, comparative colonial history

On leave whole year, unable to supervise.

Dr Lyn Olson

Medieval history, religious history

Professor Cassandra Pybus

Australian history; American history; Transatlantic history

Professor Peter Read

Aboriginal Australia; place; oral history

Associate Professor Stephen Robertson

Twentieth-century United States History, history of sexuality, legal history

Associate Professor Penny Russell

Australian history, women's history, gender history, colonialism and biography and autobiography

Professor Glenda Sluga

Modern European History, nationalism and gender history; international history

Dr Julie Ann Smith

Medieval history, religious history and women's history

Mr Richard White

Australian history; history of travel and tourism

Professor Shane White

United States history; African American history; the history of New York City

On leave whole year, unable to supervise.

DUE DATES

Wednesday 2 May: Thesis prospectus due. Please observe Dept Guidelines to written work.

Early May: Meetings with Nick Eckstein to discuss thesis.

Monday 28 May: Thesis due for part-time students who began in 2011. Date to be confirmed in February 2012.

Monday 25 June: Seminar papers due.

Tue 9 October: Thesis due SOPHI office.

Late October/Early November: History IV Conference: an opportunity to present the findings and arguments of your thesis in a conference setting. Celebration to follow.

31 October: Australian Postgraduate Award applications due.

Mid-November: Examiners' meeting.

Late November: Results available online.

The Thesis: suggested work schedule

It is **vital** that you have a substantial proportion of work on the thesis done before the start of second semester. Drafting is an essential part of thesis writing. Your work will improve exponentially if your supervisor is able to comment on drafts. The following work schedule is suggested to ensure this. Discuss it with your supervisor and plan accordingly.

Over summer: Begin work, especially gathering primary sources. If you need material from interstate or overseas, you need to figure out where it is, and order it via interlibrary loan.

By mid-late April: drafts of introduction and first chapter completed.

Late May – ca 25 June: work on seminar papers

July 25 ff: draft of second chapter

Late August: draft of third chapter

Around end first week of September: draft of entire thesis. Supervisor reads within one week, then can read the whole again or read necessary parts a second and even third time before due date early October.

The Thesis: some practicalities

Theses are between 18,000 and 20,000 words in length. This figure includes appendices and discursive footnotes, but neither citations (parts of the footnote that identify sources) nor bibliography. **NO extensions of length will be given for any reason.**

Two copies must be submitted to the SOPHI office by twelve noon on the designated date. Students doing joint honours should submit one copy to History and one copy to the other department. The Department also expects students to submit electronic copies of their theses and their abstracts so that they can be archived in the Sydney eScholarship Re

The hard copies should be on A4 size paper, double spaced, with reasonable margins to allow for binding. Ensure the binding is secure: buckram binding, spiral and plastic comb binding and springback binders are all acceptable. Theses should be printed on a good-quality laser printer. The text should be in a standard serif font such as Calibri, Times New Roman, Palatino or Book Antiqua, in 12 or 11 point. **Use footnotes, not endnotes.**

Footnotes and bibliography

These should be presented according to the history department's style guide, available on the departmental website. The referencing style adopted by the department is that of the *Chicago Manual of Style*, which is used by many publishers and journals, including *Australian Historical Studies*. The history department's style guide presents an epitome of the *Chicago Manual*; for unusual or complex citations, students may need to consult the *Chicago Manual* itself. It's huge and has an answer to nearly every footnoting and formatting question. There are copies of the fourteenth and fifteenth editions available in Fisher. Either is acceptable, but for obvious reasons, the fifteenth edition (2003) provides better guidance for citing electronic sources than the fourteenth, which was published in 1993.

Cover page and abstract:

Students must include a thesis abstract of 50-100 words. This is not part of the total word count.

You may include pictures or other designs on the thesis cover but it should include your name, your thesis title, the year and the following wording: "A thesis submitted in partial fulfilment of the requirements for the degree of BA (Hons) in History, University of Sydney."

You would do well to read through a few theses, so you get a feel for the genre. While it is longer than essays you've written before, it is not a book-length project; the scope and structure are specific. Electronic versions of theses from the past few years are available at <http://ses.library.usyd.edu.au/handle/2123/1436>.

You will also find electronic copies of recent theses by going to the Honours page on the History website and clicking on the **Examples of Honours theses** link. Ask your supervisor for recommendations.

Any problems with a thesis, at any stage of research or composition, should be taken up with the supervisor or with the coordinator.

MARKS

The Department and the Faculty of Arts and Social Sciences regard the honours year as a single, unified programme. Consequently, while honours students receive marks on the assignments they write in their seminars, they receive **only one overall grade for honours** on their academic transcript. At the first semester, students will receive an 'RINC' mark (indicating satisfactory performance) on their academic record. Their final, overall honours mark will be for the History Honours D course code (HSTY 4014).

Final seminar papers are double-marked.

The marking scale for honours is as follows:

Above 90%:	Eligible for medal
80%-100%:	First Class
75%-79%:	Second Class, Division One
70%-74%:	Second Class, Division Two
65%-69%:	Third Class
64% and below:	Honours not awarded

As you can see, **honours coursework and theses are marked on a different scale from undergraduate work**. Eighty percent, the threshold for first-class honours, is equivalent to a High Distinction at undergraduate level. A mark of 79 in fourth-year thus indicates a higher achievement than a 79 in a third-year course.

The following Faculty criteria for grades of award in Honours may help to explain the raw marks above:

80-100: First Class (I)

90+

Work demonstrating the highest levels of accomplishment and intellectual autonomy that can be expected from an undergraduate student. An overall Honours mark of 90 or higher is a requirement for the award of a University Medal, though Medals are not automatically awarded to students with overall results of 90 or more.

In many fields of the humanities and social sciences, a mark in this range indicates substantial and innovative research; wide and deep reading in the scholarly literature; sophisticated, perceptive, and original interpretations of data, documentary evidence, fieldwork, literary texts, or works of art; and a very high level of independent thought and argument.

In work written in a language other than English, a mark in this range indicates an excellent level of grammatical accuracy, syntactical sophistication, and nuance in use of vocabulary and register.

85-89

Work that demonstrates a very high level of proficiency in the methodologies, subject matter, and modes of expression and argumentation appropriate to the field or fields studied. Work in this range shows strong promise for doctoral study.

In many fields of the humanities and social sciences, a mark in this range indicates substantial original research; wide and deep reading in the scholarly literature; a very high level of skill in interpreting data, documentary evidence, fieldwork, literary texts, or works of art; and a high level of independent thought.

In work written in a language other than English, a mark in this range indicates a very high level of grammatical accuracy with only some mistakes, as well as syntactical sophistication, and nuance in use of vocabulary and register.

80-84

Work that demonstrates a high level of proficiency in the methodologies, subject matter, and modes of expression and argumentation appropriate to the field or fields studied, and shows potential for doctoral study.

In many fields of the humanities and social sciences, a mark in this range can indicate thorough research; a firm grasp of the relevant scholarly literature; and a high level of skill in interpreting data, documentary evidence, fieldwork, literary texts, or works of art.

In work written in a language other than English, a mark in this range indicates a very high level of grammatical accuracy with few mistakes and only very rare basic errors, with vocabulary and syntax varied and expression highly coherent and well structured.

75-79: Second Class, First Division (II.1)

Work that demonstrates a generally sound knowledge of the methodologies, subject matter, and modes of expression and argumentation appropriate to the field or fields studied.

In many fields of the humanities and social sciences, a mark in this range can indicate solid research; a firm grasp of the relevant scholarly literature; and competent interpretations of data, documentary evidence, fieldwork, literary texts, or works of art. However, work in this range may also show evidence of a higher level of independent thought combined with some significant lapses in research or expression.

In work written in a language other than English, a mark in this range indicates a high standard of grammatical accuracy with few mistakes and only very rare basic errors, with vocabulary and syntax varied and expression highly coherent and well structured.

70-74: Second Class, Second Division (II.2)

Work that demonstrates an adequate but limited performance in the methodologies, subjects, and/or languages studied.

In many fields of the humanities and social sciences, a mark in this range can indicate an adequate general knowledge of the subject from the reading of both primary material and secondary literature, straightforward argumentation, and clear expression. A mark in this range may also reflect a superior performance in one or more of these areas combined with serious lapses in others.

In work written in a language other than English, a mark in this range indicates a good standard of grammatical accuracy, albeit with some mistakes, including occasional basic ones; the work shows a good grasp of complex sentence structures and an appropriately varied vocabulary.

65-69: Third Class (III)

Work only barely above the standard of pass-degree work in the field studied. A mark in this range indicates a basic but limited understanding of the methodologies and subject matter of the field or fields studied, and skills in argument and expression that are only just adequate for Honours-level study and research.

Below 65%

Honours not awarded.

LATE WORK

Requests for extension of time for late work must be made in writing (email) to the honours coordinator at the earliest possible date and **before** the relevant submission dates. If this work involves a seminar you should still address your request for an extension to the honours coordinator but you should ALSO copy the seminar coordinator into your email. The same procedure applies to appeals for special consideration.

Please note that the on-line 'Simple Extension' system currently used for individual assignments in undergraduate units of study (years 1 to 3) is not to be used in the Honours programme: you must contact the honours coordinator.

Extensions will be granted only for serious illness or misadventure. For theses and seminar papers, the bar for an extension is much higher than it is for undergraduate assessments. In particular, a thesis is a long-distance event, not a sprint, and an illness that prevents you from pulling all-nighters in the last week is highly unlikely to be grounds for an extension.

Late work may not be marked if submitted without an extension. A record will be kept of work that is late without extension and presented to the final history honours meeting, which will take notice of this in its final assessment and ranking of students.

ETHICS CLEARANCE

The Faculty of Arts administers an Honours Ethics Committee that processes all Disciplinary Honours-level ethics applications on behalf of the University Ethics Office.

What type of research needs ethics approval?

As a general rule, any research involving human subjects requires ethics approval, including projects involving the following kinds of methodologies (note: the list is not exhaustive): questionnaires; surveys or interviews (including oral history); telephone interviewing; recording by audio- or video-tape; observations of behaviour (including ethnographic fieldwork).

Please note that a key part of the approval process involves ensuring that the University complies with its duty of care to students. Safety protocols must be prepared for all students conducting any research off-campus, whether in Australia or overseas.

For further information and application procedures please see:

http://www.arts.usyd.edu.au/courses/undergraduate/honours_thesis_ethic_proposals.shtml

THESIS PROSPECTUS AND PROGRESS REPORT

Honours students are required to submit a brief critical synopsis (prospectus) on their theses by **Wednesday 2 May**. **The prospectus/progress report is to be submitted electronically on the Blackboard learning site for Honours 2012.**

Length: 1000 words (excluding notes and bibliography).

This report should include:

- An explanation (a paragraph, or several paragraphs) of the problem your thesis explores—not just the general topic, but the more specific problem. What historical question or questions are you setting out to answer?
- An account of the main primary sources you will be using for the thesis, in the form of either an annotated list or a descriptive paragraph or two.
- An account of the principal historians and debates relevant to your research —again, in the form of either an annotated list or one or two descriptive paragraphs. What historical contexts are relevant; to which bodies of historical literature are you contributing?
- A brief statement of the progress you have made so far, and any potential difficulties you can identify.

Make sure that you discuss the report with your supervisor and show her/him a draft of it before submitting it to Nick Eckstein.

The purpose of this report is to get you to make sure that you have a clear conception of the thesis in place while you are still doing your seminars. It is also to help identify any complications with a thesis topic early on. Nick will schedule interviews with each of you to talk over the reports.

N.B.: Only students whose theses are due in October need to submit a progress report: part-time students who will be completing their theses in 2012 do not have to write a report.

We will be running an introductory workshop that includes guidance on writing a thesis prospectus. This will take place around the fourth week of semester. You will receive an invitation via email.