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 are 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 o 8000 words of written work, are only offered in first semester. Final seminar assignments are due on Monday 26 June.¹ The thesis (18,000 o 20,000 words) is due on Tuesday 3 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 2017 this will be Dr Mark McKenna (office: Brennan MacCallum 837; departmental telephone number: 9114 1152). Mark’s email address is mark.mckenna@sydney.edu.au. This is also the address to which you must send 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.

¹ Please note that the dates provided in this document are subject to confirmation in early Semester 1, 2017.
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 2017 and beyond, students who have satisfied other requirements may be admitted into the History Honours program with a History Major at an average of 70% or better in your senior units of study (e.g. HSTY 2691, HSTY 3901, HSTY 3902, or HSTY 3903. You must also have an average grade of 70% or above in those senior units of study. Up to 18 of the credit points (i.e. 3 units) may be cross-listed units. External applicants (i.e., those applying from outside our university) need to show evidence of a major in History.

If you do not have these prerequisites but are close please contact the Honours coordinator to discuss your options. If you have a borderline average (i.e. 67%-69%) you should speak to the honours coordinator about whether enrolling in honours is a good idea.

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.

Current University of Sydney students moving on to fourth-year honours in 2017 will have their eligibility for honours checked by the Faculty of Arts. All the applications that fulfill 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 2017 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 2017 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 are 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
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 2017.

2. Registration with the History Department
Students must also register for honours directly to the Department of History, using the History Department Honours Registration 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 emailed to Mark McKenna. The deadline for doing so is 30 November 2016. On the Registration 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 may be possible to change your seminar choices before March next year (demand on seminars permitting). Late applications for seminar places and supervision (after 15 January) 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.

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 a second and a third preference (spaces provided) for your Field and your Approach Seminar in case your first choices are over-subscribed.

Field seminars
Europe through Non-European Eyes
Robert Aldrich
Europeans, in their travels, writings and politics, often regarded non-Europeans as the ‘other’. But what about when the tables are turned? This seminar will examine the way that non-Europeans, particularly travellers, writers and painters from Asia and Africa, viewed Europe and Europeans. Moving from the late 1600s through the twentieth century, we will examine a number of works – reports by diplomatic delegations, travelogues and memoirs, novels and paintings – by non-Europeans who sojourned in Europe. These will include a Thai
diplomatic delegation that visited the court of Louis XIV and a Burmese ambassador to Britain in the age of Queen Victoria, memoirs by one of Napoleon’s bodyguards (a former slave in Egypt) and a North African imam who visited Paris in the 1820s, documents from visits by King Chulalongkorn of Thailand, King Sisowath of Cambodia and Emperor Khai Dinh of Vietnam, travelogues by Indian visitors to Europe in the late nineteenth century and letters home from Indian soldiers serving in the First World War, essays on London by Japan’s most famous early twentieth-century novelist, Natsume Soseki, and a later novel by Shusaku Endo, as well as one by a travelling Thai prince, and paintings by Indonesian, Japanese and Chinese artists who worked in Europe. Secondary readings on Europe and Asia will contextualise these accounts. We will be asking what the primary documents say about Europe, about non-European areas of the world, and about the transnational and intercultural encounters that they record, and how we as historians can approach these sources.

Reading Travel Writing
Julie Smith
According to Mary Carruthers [The Witness and the Other World], “The travel book is a kind of witness”. However, witnessing and ways of seeing are culturally and historically inflected. For centuries, travellers (whether explorers, pilgrims, ambassadors, merchants, missionaries, tourists) have related their experiences for a variety of audiences, and have claimed authority as eyewitnesses, “I have seen”. Thus travel writing cannot be satisfactorily understood unless it is historicised against contemporary understandings of visuality, of ways of seeing. If travel writers from other places and times were seeing for others, how should this inform our reading of their works? The seminar readings and discussions will take into account matters such as author-audience relations, geographical knowledge, gender, faith, cross-cultural contacts. Individual projects will offer opportunities for students to study travel writings and eye-witnessing from their particular research field and period.

AMST4011 American Studies Honours Seminar
Altin Gavranovic
American Studies is an interdisciplinary field that has evolved significantly over the decades since World War II. This seminar traces the development and evolution of American Studies to demonstrate how and why the field has changed over time. We will examine key themes and concepts, including the history of American Studies, American exceptionalism, 1960’s ‘dissensus’ and the impact of race, gender and sexuality, as well as the linguistic, cultural and transnational ‘turns’ and their impact on American Studies.

Approach seminars
Imagining the past: crafting your historical voice
Peter Hobbins
One of the most important transitions during your honours year is the shift from writing essays for assessment to shaping original historiography suitable for publication. A central element of this process is developing and communicating your historical imagination. How did participants in the past think, feel, behave and speak? What physical, political, social, emotional, economic and cosmological worlds did they inhabit? How can you effectively convey this historical sensibility to your readers? Indeed, who are those readers? When and why might you mobilise dialogue, vignettes, thick description, fables, counterfactuals, speculation, humour or the dreaded personal pronoun, “I”? This seminar takes a craft-based approach to writing the past. Beyond discussion of set readings, participants will nominate examples of historiography that they have found both evocative and effective, from Montaillou to Horrible Histories. Seminars will alternate between discussion, writing and editing exercises, and reflection on narrative strategies. Assessment will similarly comprise a short piece designed to help you explore and develop your own historical voice, plus a major essay where you will interweave evocative
and analytical strands of historiography.

"Presenting the Past" MA Seminar
Miranda Johnson
In this seminar, cross-listed with Museum and Heritage Studies, students will learn how to apply historical research in the making of a museum exhibition. Focusing on aspects of the Macleay Museum’s rich Australian and Pacific Indigenous material, we will research the social and material history of selected objects with the aim of staging a small exhibition at the end of the semester. The seminar will include introductory readings in Indigenous history, museum practice, and object theory, before students choose a more intensive research angle directed at understanding specific objects, their entangled histories, the worlds they refer to and make anew in the present. Honours students participating in the seminar will be expected to produce a final research paper that delves into some aspect of the histories of these objects and why they matter in and for the present.

Historical and Anthropological Approaches to Food and Eating
Chin Jou
Food has been central to lived experience. It has shaped history through events and phenomena such as famines, uprisings, imperialism in search of commodities and markets, and population surges though more efficient methods of agricultural production. It has informed the development of structures of labour along lines of race, gender, and class; it has, of course, also been an essential part of daily life. In this seminar, we will consider examples of how historians and anthropologists have written about food and eating in order to illuminate broader historical developments, social relations, and identity. Readings will cover a variety of chronological and geographic contexts, although a disproportionate share of readings will focus on the United States since the early-twentieth century.

THE THESIS
The culmination of the honours year is a thesis of 18,000-20,000 words.² 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, and this cannot be overstated: 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.

In practical terms this means that you should spend time over summer doing some preliminary work on your thesis. This may consist of wide reading, singling out primary source materials,

² Submissions substantially below the minimum word count will not be considered for examination.
working out the strengths and limitations of your evidence, and using these insights to frame a

topic large enough in scope to satisfy the demands of the word length, but not so big that it
cannot be adequately handled within the 20,000 word limit. Your supervisor will offer advice

on all these matters, but it is up to you to be organised and do the necessary work.

There is no precise ‘amount’ of work that you should have completed by the time semester

one formally begins. You should, however, have a very clear idea of what your thesis is about,

and of what questions you are asking of your primary evidence. This assumes that you are

familiar with that evidence. You may have a general sense of how you intend to ‘shape’ your

thesis. Sometimes there will be reasons why you are more, or less, advanced in one of these

areas – that depends on the individual project. Be aware though, that if you have not done any

work on your thesis by the time first semester begins, you will be playing catch–up, which can

have negative consequences, sometimes serious ones, further down the track.

To assist with framing and organising the thesis, on Monday 1 May 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. The

cooridinator will meet with each student individually to discuss this prospectus and the

student’s progress to this point. Submission will be done online via the Blackboard online

portal for Honours.

SUPERVISION

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:


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 five 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 2017

To identify a potential supervisor, go to the staff page of the history website, which describes staff members and the areas of specialisation. For a list of current staff availability for supervision in 2017 see the Honours webpage - http://sydney.edu.au/arts/history/undergrad/honours.shtml.

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. Also, in cases when the most appropriate supervisors will be unavailable for the entire academic year, joint supervision between two historians (one supervisor handing over to another between the 2 semesters) can be arranged.
IMPORTANT DATES
(Please note: all dates provisional. To be confirmed at beginning of Semester 1, 2017)

Monday 1 May: Thesis prospectus due. Please observe Dept Guidelines to written work.

Early May: Meetings with Mark McKenna to discuss thesis.


Monday 19 June: Seminar papers due (Field and Approach) by 11:59 pm on Blackboard.

Tuesday 3 October: Thesis due in hard copy and in digital file version.

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: Research Training Program (RTP) Stipend (formerly 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 work out where it is, and order it via interlibrary loan.

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

Late May – ca 20 June: work on seminar papers

Late July: 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 hard copies and a digital copy must be submitted according to the instructions circulated to students from the SOPHI office (updated annually, usually circulated in August). Students doing joint honours should submit one copy to History and one copy to the other department, and a digital copy to both. Electronic copies of theses and abstracts will be archived in the Sydney eScholarship Repository once authors have consented to sign copyright forms.

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. It is your choice whether to print your hardcopy single-sided or double-sided. The text should be in a standard serif font such as Times New Roman, Palatino or Book Antiqua, in 12 or 11 point. Calibri is an acceptable sans-serif font as well. **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 sixteenth edition (2010) provides better guidance for citing electronic sources than the fifteenth, which was published in 2003.

Cover page and abstract:

Students must include a thesis abstract of 50-100 words. This is not part of the total word count. Expressing the totality of your thesis in such a short form can be very difficult. Leave time to write several versions of your abstract to vet with peers and supervisors.

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](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.
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.

Requests for extensions must pass through the online system and will be assessed by the Honours coordinator in consultation with the seminar leader and/or supervisor. For seminar work, you must also notify your seminar leader that you have applied for an extension. Please also keep your supervisor informed.

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. There is no set penalty for late work in Honours; penalties are applied according to case-by-case consideration.

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 Monday 1 May. The prospectus/progress report is to be submitted electronically on the Blackboard learning site for Honours 2017.

Length: 1000 words (excluding notes and bibliography).

The prospectus 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 prospectus with your supervisor and show her/him a draft of it before submitting it to Mark McKenna.

The purpose of the prospectus 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. Mark will schedule interviews with each of you to talk over your prospectuses.

N.B.: Only students whose theses are due in October need to submit a prospectus: part-time students who will be completing their theses in mid 2017 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 in mid-April. You will receive an invitation via email.