

The University of Sydney

History 2680

Living: Modern British Social History



Boys playing 'Top and Whip' on a Bolton street (Humphrey Spender, 1937-1938)

Second Semester 2009

Unit Co-ordinator:

Dr Chris Hilliard

## **HSTY 2680: Living: Modern British Social History**

This unit explores the richness and variety of British social history since the late nineteenth century. Each week's classes open up different historical and methodological questions by studying different activities—working, parenting, eating, drinking, struggling, prospering, unwinding, talking, coupling.

### **Staff Contact Details**

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### **Details of Required Readings**

All the required readings for the tutorials are in this unit's course reader, available at the Copy Centre. Each week's reading consists of one or two (usually two) journal articles or chapters from monographs.

### **Expectations of Student Preparation**

Students are personally responsible for active participation in tutorials—reading the work assigned, thinking about it thoroughly, and coming to class prepared to discuss its substantive and methodological aspects—and for submission of work, in compliance with requirements and guidelines set out in this outline and in Faculty and University policy.

Attendance at lectures is not required but is strongly recommended. Lectures are not tutorials, but in a unit of this size they still afford some scope for interaction—especially the Wednesday lectures that focus on primary documents. We will not be recording the lectures in this unit. Students considering enrolling in this unit and another class scheduled at the same time are advised to choose one or the other.

If you have any questions about the course, its subject matter, the progress you're making, or any problems, please contact Chris Hilliard as soon as possible.

This unit assumes no prior knowledge of British history.

## Objectives and Learning Outcomes

HSTY 2860 introduces students to the distinctive contributions social historians have made to the study of social structures, economic and demographic change, popular politics, everyday life, and family and sexual relationships. We will also investigate the challenges posed to social history by cultural history—and the constellation of theories and approaches informing cultural history—over the past two decades.

Each week focuses on a different gerund—working, parenting, eating, drinking, struggling, prospering, unwinding, talking, coupling. We will approach these activities and the historical questions they raise via recent work by historians currently doing stimulating research, and via primary sources such as social surveys and community studies. A guiding principle of this unit is that ‘historiographical’ and ‘methodological’ issues are always, among other things, questions about historians’ sources and their uses.

What do we hope you take away from this unit?

1. An understanding of the major developments in British social history since the late nineteenth century, and an appreciation of the interest and historical significance of some activities that might not seem like major developments.
2. A grasp of the distinctive contributions—and limits—of social history as an approach to the past.
3. Improved powers of argument and written expression, honed through the challenge of writing an essay of a substantial length.
4. An awareness of the variety of forms of primary source material used by social historians and improved skills in interpreting it.
5. Improved oral communication skills, developed in tutorial discussion.

## Classes

Each week in HSTY 2680, you attend two one-hour lectures and an hour-long tutorial.

### *1. Lectures*

After two weeks of introductory and framing lectures, this unit will follow a distinctive pattern. Each week we will explore a different ‘activity’ or set of problems. The Monday lecture will survey the issues at stake in writing the history of, say, eating in modern Britain, and discusses in more detail a variety of recent interesting work in the area. The Wednesday lecture will focus on primary sources, talking through influential or representative documents and teasing out the sorts of uses that imaginative and social rigorous historians could make (or have made) of them.

The lectures are on Mondays and Wednesdays at 11 am in the Quad Oriental Room S204.

Each lecture will have a PowerPoint presentation. We use PowerPoint to display images, proper names that might be difficult to spell, and to provide an outline of the points being made in the lecture. The PowerPoint presentations are intended as an aid to note-taking during lectures, rather than as a substitute for taking notes. All the same, after each lecture, the PowerPoint slides for that lecture will be posted on the WebCT site for HSTY 2680. These slides will remain online until the end of the unit of study.

## 2. Tutorials

Tutorials are an integral part of this unit, both because of the material covered in them and because group discussion is a key component of the academic study of history. The tutorial readings complement and develop the discussion in the lectures. All the tutorial readings are primary secondary sources—recent articles and book chapters by historians currently doing stimulating or challenging research.

There are no tutorials in the first week of semester: your first tutorial will be in week two.

### Reading

All the required readings for the tutorials are in this unit's course reader, available at the Copy Centre. Most of the journal articles are also available online; if you don't get the reader in the first week, you can still read the *American Historical Review* articles assigned for the first tutorial online.

There is no textbook for this course, but at times you may want to consult a general overview text. We recommend Jose Harris's *Private Lives, Public Spirit: Britain 1870-1914* and Peter Clarke's *Hope and Glory*, both published by Penguin. The *Cambridge Social History of Britain*, edited by F. M. L. Thompson (3 vols., Cambridge, 1990), is a good place to go if you're struggling to make sense of a topic. John Cannon, ed., *The Oxford Companion to British History* (Oxford, 2002) is a handy and reliable reference work. It's available online through Oxford Reference Online (you can access it via the library catalogue).

If you haven't done a library class on how to use research databases in the humanities, sign up for one as soon as possible.

### Assessment

Your final mark will be based on:

- tutorial participation (10%)
- one 2000 word essay (45%)
- take-home exam (45%)

#### 1. Tutorial Participation (10%)

The tutorials are meant to further goals 1, 2 and 5 of the learning objectives listed at the beginning of this outline: improved oral communication skills, a grasp of the strengths and limitations of social-historical approaches, and a grasp of key developments in British social

history since the late nineteenth century. Assigning 10% of your overall mark for this unit to tutorial participation is a way of showing that we take this component of the unit seriously.

## 2. Essay (45%)

Consider the following quotations:

Much of the book is written as though class and locality are simple material realities, the product of socio-economic change. It is full of statistics and tables documenting the social composition and residential patterns of its objects of analysis. . . . there are real problems with such an approach, but not only are these not addressed but it is plainly contradicted by those other parts of the book that deal with class and locality as discursive categories, actively constructed by political rhetoric. Conservative rhetoric appeals to the dignity of the working man (106-10), Labour to constituencies 'such as "the working class", "the workers" and "the people" (146); all political parties claim and contest the right to represent particular localities (165-7), the 'politics of locality were made - they did not simply happen' (236).

Lawrence [uses] social surveys, census figures, government reports as unproblematic sources which correspond to the objective conditions of social life. . . . Although he makes some qualifications regarding the accuracy of figures . . . . he seems blissfully unaware of the ways in which these types of source material were actively constituting the social domain.

—James Vernon, reviewing Jon Lawrence's *Speaking for the People* (see week 8's tutorial reading)

You suggest that my use of nineteenth-century social survey data condemns me as a naive empiricist who assumes that such materials offer an unmediated reflection of the social world. I certainly don't think this, but nor do I think that such data are so tainted by regulatory fantasies as to be of no use to the historian. My argument is that if we wish to take the material context of politics seriously, then we have no choice but to engage *critically* with a wide range of nineteenth-century social data.

—Jon Lawrence, responding to James Vernon

What are the implications of Vernon's criticisms of the factual (or 'factual') qualities of documents that social historians regularly use, such as contemporary social surveys, government records, and so on? Are these criticisms such that we should abandon social history for cultural history, e.g. studying how early twentieth-century social reformers investigated poverty rather than using their reports as evidence of poor people's experiences? Do you find Lawrence's rebuttal of Vernon convincing?

Write an essay of about 2000 words addressing these questions. Where possible, illustrate your argument with reference to specific topics in social history such as those covered in the lectures and tutorials to date. Your essay should reflect wider reading in the methodological

debates about the validity of social history over the last twenty years or so. Suggestions for further reading include:

- Geoff Eley, *A Crooked Line: From Cultural History to the History of Society* (Ann Arbor, 2005) and the forum on this book in the April 2008 *American Historical Review*
- the debates over Joan Scott's article in *International Labor and Working Class History* in 1987 and the debate in the same journal in 2000 over Geoff Eley and Keith Nield's article
- the debate in *Social History* sparked in 1992 by David Mayfield and Susan Thorne, with contributions by Miles Taylor, Jon Lawrence, Neville Kirk, Patrick Joyce, James Vernon, Geoff Eley and Keith Nield
- Victoria E. Bonnell and Lynn Hunt, eds., *Beyond the Cultural Turn: New Directions in the Study of Society and Culture* (Berkeley, 1999)
- William H. Sewell, Jr., *Logics of History: Social Theory and Social Transformation* (Chicago, 2005)
- Paula S. Fass, 'Cultural History/Social History: Some Reflections on a Continuing Dialogue', *Journal of Social History* 37, no. 1 (fall 2003): 39-46

These suggestions are just starting points. Use the footnotes in these readings, as well as scholarly databases such as Historical Abstracts, as a guide to further reading. In a senior unit you should be reading fairly widely for an essay of this length. We don't wish to specify a 'magic number', but a minimum of eight books or articles is a good target to aim for.

The objectives of this assignment are:

- to get you to engage with the methodological issues at stake in scholarly debates about the practice of social history
- to give you practice at articulating and sustaining an argument

In other words, the essay is intended to further goals 2 and 3 of the objectives listed at the beginning of this outline.

The essay is due in at the SOPHI office on Thursday 24 September. (That's the week before the mid-semester recess. There are no lectures or tutorials in HSTY 2680 the week the essays are due.)

### 3. Take-home Exam (45%)

The take-home exam will consist of passages from primary source documents for analysis. You will be expected to interpret these documents in the light of what you've learned about specific aspects of modern British social history (work, leisure, sexuality, poverty, and so on). The exam will test your skills in interpreting original sources, as well as your general knowledge of the subjects covered in the lectures and tutorials and your understanding of the methodological issues at stake in the practice of social history. The experience of preparing for and taking the exam is intended to advance goals 1, 2 and 4 of the objectives listed at the beginning of this outline.

You will have to write approximately 2000 words. There will be a choice of questions.

The take-home exam distributed in the lecture for Wednesday 21 October and posted on the HSTY 2680 WebCT site the same day. Your answers are due at the SOPHI office on Friday 30 October.

## Lecture and Tutorial Schedule

### Week 1

Monday Lecture (27 July): Introduction

Wednesday Lecture (29 July): Social History's History

No tutorial

### Week 2

Monday Lecture (3 Aug): The Problem of Class

Wednesday Lecture (5 Aug): Contours of Modern British History

Tutorial Reading:

William H. Sewell, Jr., 'Crooked Lines', *American Historical Review*, 113, no. 2 (April 2008): 393-405.

Geoff Eley, 'The Profane and Imperfect World of Historiography', *American Historical Review*, 113, no. 2 (April 2008): 425-437.

### Week 3

Monday Lecture (10 Aug): Working I

Wednesday Lecture (12 Aug): Working II

Tutorial Reading:

Michael Savage and Andrew Miles, *The Remaking of the British Working Class, 1840-1940* (London, 1994), pp. 21-40.

Selina Todd, *Young Women, Work, and Family in England, 1918-1950* (New York, 2005), pp. 54-84.

### Week 4

Monday Lecture (17 Aug): Parenting I

Wednesday Lecture (19 Aug): Parenting II

Tutorial Reading:

Ellen Ross, *Love and Toil: Motherhood in Outcast London, 1870-1918* (New York, 1993), pp. 128-165 ('I'll Bring 'Em Up in My Way': Child Rearing').

Ginger Frost, “‘The Black Lamb of the Black Sheep’”: Illegitimacy in the English Working Class, 1850-1939’, *Journal of Social History*, 37, no. 2 (winter 2003): 293-322.

## **Week 5**

Monday Lecture (24 Aug): Unwinding I  
Wednesday Lecture (26 Aug): Unwinding II

Tutorial Reading:

John Lowerson, ‘Angling’, in Tony Mason, ed., *Sport in Britain: A Social History* (Cambridge, 1989), pp. 12-43.

Claire Langhamer, *Women’s Leisure in England, 1920-60* (Manchester, 2000), pp. 49-112 (‘“Stepping Out with the Young Set”: Youthful Freedom and Independence’).

## **Week 6**

Monday Lecture (31 Aug): Struggling I  
Wednesday Lecture (2 Sep): Struggling II

Tutorial Reading:

Ross McKibbin, ‘Social Psychology of Unemployment in Interwar Britain’ in *The Ideologies of Class: Social Relations in Britain, 1880-1950* (Oxford, 1990), pp. 228-258.

Andrew Davies, *Leisure, Gender, and Poverty: Working-Class Culture in Salford and Manchester, 1900-1939* (Buckingham, 1992), pp. 30-48 (‘Men: Poverty, Unemployment and the Family’).

## **Week 7**

Monday Lecture (7 Sep): Prospering I  
Wednesday Lecture (9 Sep): Prospering II

Tutorial Reading:

Selina Todd, ‘Affluence, Class and Crown Street: Reinvestigating the Post-War Working Class’, *Contemporary British History*, 22, no. 4 (December 2008): 501-518.

Chris Waters, ‘Autobiography, Nostalgia, and the Changing Practices of Working-Class Selfhood’ in George K. Behlmer and Fred M. Leventhal, eds., *Singular Continuities: Tradition, Nostalgia, and Identity in Modern British Culture* (Stanford, 2000), pp. 178-195.

## **Week 8**

Monday Lecture (14 Sep): Organizing I  
Wednesday Lecture (16 Sep): Organizing II

Tutorial Reading:

James Vernon, Review: *Speaking For the People: Party, Language and Popular Politics in England, 1867-1914*, created April 1999/updated April 2002, Institute of Historical Research, <[www.history.ac.uk/reviews/paper/lawrence.html](http://www.history.ac.uk/reviews/paper/lawrence.html)>, viewed 7 July 2009.

Jon Lawrence, Author's Response, created April 1999/updated April 2002, Institute of Historical Research, <[www.history.ac.uk/reviews/paper/lawrence.html](http://www.history.ac.uk/reviews/paper/lawrence.html)>, viewed 7 July 2009.

Lawrence Black, *The Political Culture of the Left in Affluent Britain, 1951-64: Old Labour, New Britain?* (New York, 2003), pp. 41-64 ('Branch Life').

**No lectures or tutorials in the weeks beginning 21 September (reading period) and 29 September (mid-semester break)**

**Essays due Thursday 24 September at the SOPHI office**

### **Week 9**

Monday Lecture 5 Oct: Labour Day: no lecture  
Wednesday Lecture (7 Oct): Talking

Tutorial reading:

Melanie Tebbutt, 'Women's Talk? Gossip and Women's Words in Working Class Communities, 1880-1939', in A. Davies and S. Fielding, *Workers' Worlds: Cultures and Communities in Manchester and Salford, 1880-1939* (Manchester, 1992), pp. 49-73.

### **Week 10**

Monday Lecture (12 Oct): Eating and Drinking I  
Wednesday Lecture (14 Oct): Eating and Drinking II

Tutorial Reading:

James Vernon, 'The Ethics of Hunger and the Assembly of Society: The Techno-Politics of the School Meal in Modern Britain', *American Historical Review*, 110, no. 3 (June 2005): 693-725.

### **Week 11**

Monday Lecture (19 Oct): Coupling I  
Wednesday Lecture (21 Oct): Coupling II

Tutorial Reading:

Claire Langhamer, 'Sexual Politics in Mid Twentieth-Century Britain: Adultery in Post-war England', *History Workshop Journal*, 62, no. 1 (autumn 2006): 87-114.

Matt Houlbrook, *Queer London: Perils and Pleasures in the Sexual Metropolis, 1918-57* (Chicago, 2005), pp. 43-67 ('Geographies of Public Sex').

**Take-home exam distributed in the lecture for Wednesday 21 October and posted on the HSTY 2680 WebCT site the same day.**

## **Week 12**

Monday Lecture (26 Oct): Concluding I

Wednesday Lecture (28 Oct): Concluding II

Tutorial Reading:

Geoff Eley and Keith Nield, 'Scholarly Controversy: Farewell to the Working Class?', *International Labor and Working-Class History*, 57 (April 2000), pp. 1-30, and one of the rejoinders to this essay by Barbara Weinstein, Frederick Cooper, and Joan W. Scott. Copies of the rejoinders will be distributed in Week 11's lectures.

**Take-home exam due at the SOPHI office on Friday 30 October.**

## **SCHOOL OF PHILOSOPHICAL AND HISTORICAL INQUIRY GUIDE ON ASSESSMENT OF COURSEWORK**

### ***Assessment***

Students are required to:

- attend tutorials;
- participate in class discussion;
- complete satisfactorily such written work, presentations and examinations as may be prescribed; and
- meet the standards required by the University for academic honesty

### ***Attendance requirements***

The School of Philosophical and Historical Inquiry requires satisfactory class attendance as part of participation in a unit of study. Attendance below 80% of tutorials/seminars without written evidence of illness or misadventure may be penalised with loss of marks; attendance at less than 50% of tutorials/seminars, regardless of the reasons for the absences, will automatically result in the student's case being referred to a Department examiners' meeting for a determination as to whether the student should pass or fail the unit of study, or, if a pass is awarded, the level of penalty that should be applied. The University does not recognise employment as excusing unsatisfactory performance, nor are timetable clashes a valid excuse. Students should not take a unit of study unless they can meet the above attendance requirement.

### ***Grade distribution***

Departments within the School of Philosophical and Historical Inquiry follow Academic Board and Faculty of Arts guidelines in awarding a determined percentage of each grade. Departments may scale marks in order to fit these grade guidelines.

#### ***A. General philosophies of assessment practice***

1. The School favours 'deep learning' over 'shallow learning'. In other words, we are more interested in evidence that students have made conceptual developments in their ways of understanding and interpreting the world than in their familiarity with 'facts', figures and dates.
2. Original and thoughtful argument is valued more highly than polished regurgitations of lectures or set reading.
3. Evidence of a thoughtful response to the conceptual framework of any individual unit is valued more highly than pre-existing skills of, for example, debate and expression.
4. Students are encouraged to explore areas of particular interest to themselves, and will be rewarded for initiative and ingenuity in discovering relevant material.
5. An idea that cannot be expressed clearly probably has not been understood clearly. We therefore value evidence of logical, coherent thought, argument and expression in essays.
6. While recognising that the political and ethical values of students vary widely, the School does not reward or condone unreasoned polemic or racism or sexism.

#### ***B. Marking criteria***

In assessing written work, academic staff within the School look for demonstrated effort, abilities and skills in the following areas. Note that individual units are likely to have additional and more specific requirements and criteria. These should be made clear to students by the coordinator in each unit.

1. Content
  - extent of reading
  - accuracy of knowledge
  - breadth and depth of knowledge
  - relevance of information
  - sufficiency of evidence and documentation
2. Understanding
  - understanding of problem or project
  - judgement of significance of material
  - awareness/understanding of different arguments in reading
  - recognition of implications of evidence
  - ability to think critically

- grasp of relevant theory
  - understanding of ethics and values relevant to reading and subject matter
3. Independence
    - judgement and initiative in reading and research
    - originality in use and interpretation of evidence
    - development of argument
    - independence in use of concepts and language
  4. Style
    - correctness of grammar and scholarly documentation
    - organisation and presentation of material
    - clarity of writing style
    - originality and creativity of writing style

### *C. Guide to interpretation of grades*

This guide indicates broadly the qualitative judgements implied by the various grades which may be awarded. A more precise evaluation of the strengths and weaknesses of individual essays will be provided in examiners' comments. Evaluation is made with due consideration of the different standards likely to be achieved by students in junior and senior units.

#### **Below 50% (Fail)**

*Work not of an acceptable standard.* Work may fail for any or all of the following reasons: unacceptable levels of paraphrasing; irrelevance of content; presentation, grammar or structure so sloppy it cannot be understood; submitted very late without extension.

#### **50-54% (Low Pass)**

*Work of an acceptable standard.* Written work contains evidence of minimal reading and some understanding of subject matter, offers descriptive summary of material relevant to the question, but may have a tendency to paraphrase; makes a reasonable attempt to organise material logically and comprehensibly and to provide scholarly documentation. There may be gaps in any or all of these areas.

#### **55-59% (Medium Pass)**

*Work of a satisfactory standard.* Written work meets basic requirements in terms of reading and research, and demonstrates a reasonable understanding of subject matter. Offers a synthesis of relevant material and shows a genuine effort to avoid paraphrasing, has a logical and comprehensible structure and acceptable documentation, and attempts to mount an argument, though there may be weaknesses in particular areas.

#### **60-64% (High Pass)**

*Work has considerable merit, though Honours is not automatically recommended.* Written work contains evidence of a broad and reasonably accurate command of the subject matter and some sense of its broader significance, offers synthesis and some evaluation of material, demonstrates an effort to go beyond the essential reading, contains clear focus on the principal issues, understanding of relevant arguments and diverse interpretations, and a coherent argument grounded in relevant evidence, though there may be some weaknesses of clarity or structure. Articulate, properly documented.

*Note that roughly 45-50% of students in junior levels of study and 25-50% of students in senior level units of study will receive marks within the Pass range each semester.*

#### **65-69% (Low Credit)**

*Competent work, demonstrating potential to complete Honours work, though further development needed to do so successfully.* Written work contains evidence of comprehensive reading, offers synthesis and critical evaluation of material on its own terms, takes a position in relation to various interpretations. In addition, it shows some extra spark of insight or analysis. Demonstrates understanding of broad historical significance, good selection of evidence, coherent and sustainable argument, some evidence of independent thought.

#### **70-74% (High Credit)**

*Highly competent work, demonstrating clear capacity to complete Honours successfully.* Evidence of extensive reading and initiative in research, sound grasp of subject matter and appreciation of key issues and context. Engages critically and creatively with the question, and attempts an analytical evaluation of material. Makes a

good attempt to critique various interpretations, and offers a pointed and thoughtful contribution to an existing debate. Some evidence of ability to think theoretically as well as empirically, and to conceptualise and problematise issues. Well written and documented.

### **75-84% (Distinction)**

*Work of a superior standard.* Written work demonstrates initiative in research and reading, complex understanding and original analysis of subject matter and its context, both empirical and theoretical; makes good attempt to 'get behind' the evidence and engage with its underlying assumptions, takes a critical, interrogative stance in relation to argument and interpretation, shows critical understanding of the principles and values underlying the unit. Properly documented; writing characterised by style, clarity, and some creativity.

### **85%+ (High Distinction)**

*Work of exceptional standard.* Written work demonstrates initiative and ingenuity in research and reading, pointed and critical analysis of material, innovative interpretation of evidence, makes an insightful contribution to debate, engages with values, assumptions and contested meanings contained within original evidence, develops abstract or theoretical arguments on the strength of detailed research and interpretation. Properly documented; writing characterised by creativity, style, and precision.

### ***Academic dishonesty***

The School of Philosophical and Historical Inquiry is committed to the principles of academic honesty as set out in the Academic Board policy on *Academic Honesty in Coursework*. Students have a responsibility to familiarise themselves with these principles.

In accordance with Academic Board policy, the School's definition of academic dishonesty includes but is not limited to:

- plagiarism: for full details see below;
- recycling: the submission for assessment of one's own work, or of work which is substantially the same, which has previously been counted towards the satisfactory completion of another unit of study, and credited towards the satisfactory completion of another unit of study, and credited towards a university degree, and where the examiner has not been informed that the student has already received credit for that work;
- fabrication of data;
- the engagement of another person to complete an assessment or examination in place of the student, whether for payment or otherwise;
- communication, whether by speaking or some other means, to other candidates during an examination;
- bringing into an examination and concealing forbidden material such as textbooks, notes, calculators or computers;
- attempts to read other student's work during an examination; and/or
- writing an examination or test paper, or consulting with another person about the examination or test, outside the confines of the examination room without permission.

In suspected cases of academic dishonesty, students may be counselled or the matter may be referred to the Head of School.

### ***Plagiarism***

Plagiarism is the theft of intellectual property. The School of Philosophical and Historical Inquiry is opposed to and will not tolerate plagiarism. Students have a responsibility to understand the full details of the Academic Board policies on *Academic Honesty in Coursework* and *Student Plagiarism: Coursework Policy and Procedure* (<http://www.usyd.edu.au/senate/policies/Plagiarism.pdf>).

All students are required to include a signed statement of compliance with work submitted for assessment, presentation or publication certifying that no part of the work constitutes a breach of the University's policy on plagiarism. This statement of compliance is printed on all assignment/essay cover sheets and written work will not be marked if the compliance statement is unsigned.

In accordance with Academic Board policy, the School defines plagiarism as presenting another person's work (ideas, findings or written and/or published material) as one's own by presenting, copying or reproducing the work without acknowledgment of the source. Common forms of plagiarism include but are not limited to:

- presenting written work that contains sentences, paragraphs or longer extracts from published work without attribution of the source;
- presenting written work that reproduces significant portions of the work of another student; and/or

- using the structure of another person's argument, even if the wording is changed.

Legitimate cooperation between students is permitted and encouraged but students should be aware of the difference between cooperation and collusion. Discussion of general themes and concepts is allowed but students are not permitted to read each other's work prior to submission or cooperate so closely that they are jointly selecting quotes, planning essay structure or copying each other's ideas.

While plagiarism is never acceptable, there is a distinction between negligent plagiarism and plagiarism that involves dishonest intent.

Negligent plagiarism is defined in Academic Board policy as 'innocently, recklessly or carelessly presenting another person's work as one's own work without acknowledgement of the source'. In the case of negligent plagiarism, the School's first responsibility is educative. Where plagiarism is deemed to arise from poor referencing practices or lack of confidence, students will be counselled, provided with strategies for improvement and referred to appropriate services for assistance. They will also be issued with a written warning explaining the consequences of any subsequent breaches of the University's policy prohibiting plagiarism.

Dishonest plagiarism is defined in Academic Board policy as 'knowingly presenting another person's work as one's own work without acknowledgement of the source'. Where dishonest intent is apparent, the School may proceed to disciplinary measures. In the most serious cases, University procedures relating to student misconduct may be invoked and can lead to expulsion.

The School of Philosophical and Historical Inquiry encourages students to think for themselves. In assessing students' work academic staff look for evidence of understanding and capacity for independent thought; it is always disappointing to discover plagiarism. Written work containing plagiarism will be assessed according to its academic merit, but may fail because it does not meet the minimum standard required.

#### ***Submission of written work***

Essays and assignments must be submitted through the School office, located on Level 3, Lobby H, in the Main Quadrangle. Students may not hand essays or assignments directly to their lecturer or tutor. Online submission of essays and assignments through WebCT is available in some units of study.

A completed and signed cover sheet must be attached to the front of all written work submitted through the School office. Written work will not be marked if the plagiarism policy compliance statement on the cover sheet is unsigned. All incoming essays and assignments are date stamped. The School office maintains a register of submitted work, including any claims by students that written work submitted to the School office has been lost. Students submitting work through WebCT must read and accept the plagiarism policy compliance statement for their work to be submitted.

Students must retain a copy of all written work submitted.

#### ***Late submission and extensions***

Essays and assignments not submitted on or before the due date are subject to penalty. SOPHI conforms to the Faculty's Policy on Late Work which states that late work is penalised at the rate of 1% of the full marks of the assignment per day late. Each weekend day or public holiday counts as one day. The maximum penalty for any assessment will be 100%.

Only coordinators, either of individual units or of the junior and/or senior curricula have the authority to grant extensions. Extensions will not be granted for pressures of outside work or competing academic commitments. Requests for extension must normally be submitted in writing to the unit coordinator on or before the due date. Where circumstances of illness or misadventure prevent submission of a request for extension before the due date, students may apply for special consideration through the Faculty of Arts office.

Late essays or assignments will not be accepted (except where applications for special consideration are lodged) beyond the designated return date for the relevant written work. In cases where documented misadventure or serious illness prevents students from submitting work before the designated return date an alternative assessment task may be set.

#### ***Special consideration: illness or misadventure***

The School of Philosophical and Historical Inquiry assesses student requests for special consideration in accordance with the principles set out in Part 5 of the Academic Board policy on *Assessment and Examination of Coursework*. Students intending to submit an application for special consideration should make themselves familiar with the full details of this policy.

Generally, serious illness or misadventure will be taken into account when considering a student's academic performance in a course or units of study. There is, however, a clear distinction between longstanding illness or difficulties which prevent students from attending classes or completing required work or which seriously interfere with their capacity to study for long periods and short-term illness or misadventure that may prevent an otherwise well-prepared student from sitting for an examination or completing a particular assessment.

Students who, because of serious illness or misadventure, are prevented from attending classes for prolonged periods should seek an interview with the Head of School. Even if they do not exceed the specified permitted period of absence, they may need to consider whether their best academic interests are served by discontinuing with permission from the course until they are able to resume their studies effectively.

It should be noted that only well-attested serious illness or misadventure during a semester or occurring at the time of an examination will warrant special consideration for academic performance. Occasional brief or trivial illness would not normally be regarded as sufficient to explain an absence or a poor performance and students are discouraged from submitting certificates for absences totalling less than one week, although frequently recurrent short absences would need documentation.

From Semester 2 2009 all applications for Special Consideration will be made via an online system. To access this system please go to:

[http://www.arts.usyd.edu.au/student\\_applications/](http://www.arts.usyd.edu.au/student_applications/)

If students miss an exam because of illness or misadventure they should first notify the department concerned and then apply for Special Consideration using the online system. Special Arrangements and Extensions are also covered by the online system.

### ***Special arrangements***

Special arrangements may be made available to students unable to meet assessment requirements or attend examinations for the following reasons:

- essential religious commitments or essential beliefs (including cultural and ceremonial commitments);
- compulsory legal absence (e.g. jury duty, court summons etc)
- sporting or cultural commitments, including political/union commitments, where the student is representing the University, state or nation;
- birth or adoption of a child; and
- Australian defence force or emergency service commitments (including Army Reserve)

Special arrangements for assessment or examination may include but are not limited to:

- alternative dates for submission of assessments;
- provision of alternative assessment tasks; and
- alternative examination times/arrangements

Applications for special arrangements are also handled through the same online system as Special Consideration (see above). Full details are available in the Academic Board policy on *Special Arrangements for Examination and Assessment*.

### ***Appeals***

Students dissatisfied with an academic decision may apply to have the decision reconsidered and in appropriate cases reviewed, in accordance with procedures set out in the Academic Board policy on *Student Appeals Against Academic Decisions – Academic Board Resolutions*.

Academic staff within the School of Philosophical and Historical Inquiry will attempt to resolve all students' complaints at a local, informal level wherever possible. It is Academic Board policy that submission of any appeal against an academic decision will not disadvantage a student in any way, and that students will be provided with sufficient information about the final decision for it to be reasonably expected that they will be able to understand it.

Students concerned about any academic decision should first discuss the issue informally with the relevant lecturer/tutor or unit of study coordinator. This should be done within twenty working days of the marks being made available to students. Many complaints should be resolved at this stage.

If the matter remains unresolved, students may then approach the relevant chair of department. Appeals may be made informally or in writing. The chair of department will nominate a second examiner who will complete a re-examination within seven days. If the second examiner returns a higher mark than the original, the results will be amended accordingly: if not the original result will stand.

Students have further rights of appeal to the Head of School and the Dean of the Faculty of Arts and may make an ultimate appeal to the Senate. Details of the procedures can be found in *Student Appeals Against Academic Decisions – Academic Board Resolutions*.

### ***Learning Assistance***

Students experiencing difficulties with their written expression, including essay writing style or structure can seek assistance from the Learning Centre, which runs workshops on a range of subjects including study skills, academic reading and writing, oral communication, and examination skills. The centre offers programs specifically designed for students from a non-English speaking background. The Learning Centre is located on Level 7 of the Education Building A35 (beside Manning House); contact them on 9351 3853 or email [lc@stuserv.usyd.edu.au](mailto:lc@stuserv.usyd.edu.au). For further information visit the Learning Centre website at [http://www.usyd.edu.au/stuserv/learning\\_centre](http://www.usyd.edu.au/stuserv/learning_centre).

Online learning assistance is available via the Write Site, which offers modules on grammar, sources and structure to help students develop their academic and professional writing skills. Each module provides descriptions of common problems in academic and professional writing and strategies for addressing them. Students can view samples of good writing and also do some practice activities in error correction. For further information visit the Write Site at <http://writesite.elearn.usyd.edu.au>.

Learning assistance is also available to Indigenous Australian students via the Koori Centre and includes academic skills group workshops covering topics such as concentration strategies, writing for specific disciplines, time management, research and reading strategies, academic writing styles and referencing. The Koori Centre is located on Level 2 of Old Teachers College A22; contact 9351 2046 or 1800 622 742 (toll free) or email [koori@koori.usyd.edu.au](mailto:koori@koori.usyd.edu.au). For further information visit the Koori Centre website at <http://www.koori.usyd.edu.au>.

Note: All Academic Board policies referred to are available online at <http://www.usyd.edu.au/policy>.

**Faculty of Arts**  
**GRADUATE ATTRIBUTES**

**Research and Inquiry.** Graduates of the Faculty of Arts will be able to build upon and extend their knowledge and understanding through research, inquiry and creativity.

They will:

- possess a body of knowledge relevant to their fields of study, and a firm grasp of the principles, practices, and boundaries of their discipline;
- be able to acquire and evaluate new knowledge through independent research;
- be able to identify, define, investigate, and solve problems;
- think independently, analytically and creatively; and
- exercise critical judgement and critical thinking to create new modes of understanding.

**Information Literacy.** Graduates of the Faculty of Arts will be able to use information effectively in a range of contexts.

They will:

- recognise pertinent information needs;
- use appropriate media, tools and methodologies to locate, access and use information;
- critically evaluate the sources, values, validity and currency of information; and
- use information in critical and creative thinking.

**Personal and Intellectual Autonomy.** Graduates of the Faculty of Arts will be able to work independently and in ways informed by openness, curiosity and a desire to meet new challenges.

They will:

- be independent learners who take responsibility for their own learning;
- set appropriate goals for ongoing intellectual and professional development, and evaluate their own performance effectively;
- be intellectually curious, open to new ideas, methods and ways of thinking, and able to sustain intellectual interest;
- respond effectively to unfamiliar problems in unfamiliar contexts; and
- work effectively in teams and other collaborative contexts.

**Ethical, Social and Professional Understanding.** Graduates of the Faculty of Arts will hold values and beliefs consistent with their role as responsible members of local, national, international and professional communities.

They will:

- understand and practise the highest standards of ethical behaviour associate with their discipline or profession;
- be informed and open-minded about social, cultural and linguistic diversity in Australia and the world;
- appreciate their ethical responsibilities towards colleagues, research subjects, the wider community, and the environment;
- be aware that knowledge is not value-free.

**Communication.** Graduates of the Faculty of Arts will value and employ communication as a tool for negotiating and creating new understanding, interacting with others, and furthering their own learning.

They will:

- possess a high standard of oral, visual and written communication relevant to their fields of study, including where applicable the possession of these skills in languages other than English;
- recognise the importance of continuing to develop their oral, visual, and written communication skills;
- be able to use appropriate communication technologies.