

HIST 2061 - The Pursuit of Happiness



Semester I, 2009

School of History and Politics

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Napier 511

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Basics

Course Description

This course will study the cultural and intellectual history of the pursuit of happiness, focusing on 19th and early 20th century Europe. It will examine the intellectual underpinnings of the pursuit of happiness in late Enlightenment thought; the revolutionary implications of the pursuit of happiness for political order and stability; the rise of consumer and leisure culture (advertising, the rise of the department store, and paid vacations) in the 19th century; and the tensions between mass culture and individual happiness.

Course Aims

Students should come away from this course with:

- Specialised knowledge/understanding of intellectual, cultural, and social history of modern Europe
- The ability to think creatively
- An understanding of, and respect for, cultural difference and diversity

Assessments are designed to give students the scope to explore the ideas and material raised in this course. The exams are designed to provide students with the opportunity to demonstrate their knowledge and understanding of the issues raised by the course (both readings and lecture). The essay is meant to allow students to explore issues connected to the course in a more formal (and broader) way.

Getting Started

This course outline is available on MyUni; it is also included in your course reader, which you should purchase from the Image and Copy Centre.

1. Enrol. You should already have done this by now. Reminder: the web site for enrolment is <http://www.adelaide.edu.au/enrol/>. You will need your username and password.
2. Attend the introductory lecture: Tuesday, March 3, 2009, **Napier, LG29, Lecture Theatre**
3. **Read this entire course outline *before* your first lecture!**
4. If you have not already done so, go to **UniBooks** and purchase the required books:
Voltaire. *Candide, or, Optimism*. London: Penguin, 2006.
Freud, Sigmund. *Civilization and Its Discontents*. Translated by David McLintock. Penguin Classics, 2002.
5. Go to the **Image and Copy Centre**, Level 1 of the Hughes building, and purchase the book of readings (the “Course Reader”), entitled “The Pursuit of Happiness.”
6. Take the **Library Tutorial**. See page 12 for details.
7. If you follow all the instructions on this page and still have a problem, contact the course coordinator at andre.lambelet@adelaide.edu.au

Course format

This course is a lecture-only course. Lectures, however, are meant to be interactive. If you have questions or comments, feel free to raise them during the lecture itself. In addition, we should have time at the end of each lecture for discussion of the lecture and of the assigned readings. Regular consultation hours will be held on Wednesday mornings in Napier 511; students are strongly encouraged to come to these hours to discuss any issues raised by the course. There will be a **formal consultation** with each student in the week following the semester break. Students will receive their marked mid-term exams during this consultation, and should be prepared to discuss their essay topics.

Lectures

Tuesday	2 pm - 3:30 pm	Napier, LG29, Lecture Theatre
Thursday	3 pm - 4:30 pm	Napier, LG29, Lecture Theatre

Attendance:

Attendance at lectures is an integral part of this course. If possible, lectures will be audio-streamed and posted on MyUni. Audio streams, however, are not a substitute for attendance. We do not guarantee that all lectures will be streamed.

Learning and Disability Consideration Statement

If you have a disability you believe will affect your study, you should discuss this with the coordinator *as soon as possible* after enrolment. It may be necessary for you to undertake a *Learning and Assessment Agreement*. It is the student's responsibility to inform both tutors and coordinators if appropriate arrangements have to be made. For general information on Learning and Disability matters contact the Disability Liaison Officer (Ph 8303-5962) and/or the Learning and Disability Access information site: <http://www.adelaide.edu.au/services/disability/services>.

Assessment

One-hour in-class mid-term exam (April 9, 2009)	20%	Topics will be distributed beforehand.
2,500 word essay (due June 5, 2009)	40%	Suggested topics for the essay will be provided in week 6.
Two-hour final exam	40%	Topics will be distributed during the final week of the course.

General Grading Scheme: Pass=50-64%; Credit=65-74%; Distinction =75-84%; High Distinction=85+%. (Detailed criteria may be found at page 14.)

Submission of written work:

You must complete and attach a coversheet to all submitted work - these will be available on MyUni. Please be sure to read the declaration relating to plagiarism before signing. (Please see plagiarism section on page 16 of this guide.

Please use the “date stamper” to stamp your coversheet before placing your essay in the appropriate essay box on the fourth floor. The office will no longer provide coversheets.

Re-mark:

Any student who, after discussion of the result with the course coordinator, is still dissatisfied with the final grade awarded for a course, or with the mark awarded for a particular piece of assessed work, who has *specific grounds* for objecting to the grade/mark, may lodge a written request for review of the result or for an independent second assessment with the convenor of the Assessment Committee within 10 University working days from the date of notification of the result. Such a written request must contain details of the grounds on which the objection is based.

Dates and Deadlines

Course dates:

Thursday, April 9, 2009	One-hour in-class midterm exam. This will consist essays on assigned topics. (Topics will be distributed beforehand; you may bring notes to the exam.)
April 27 – April 1	Consultation week. You will need to sign up for a brief consultation with the lecturer. Mid-terms will be returned. You should be prepared to discuss possible essay topics.
Friday, June 5, 2009	2,500 word essay due in History and Politics Office (Napier, fourth floor)
Exam weeks (June 20-July 4; exact date to be determined)	Two-hour final exam. (Topics will be distributed in the final week of the course; you may bring notes to the exam.)

Administrative dates:

Monday, March 16, 2009	Last day to add courses online
Tuesday, March 31, 2009	Census Date: Last day to withdraw without incurring liability for student contributions or tuition fees
Friday, May 8, 2009	Last day to withdraw without failure (WNF)
Friday, June 5, 2009	Last day to withdraw fail (WF)

Assessment of written work and due dates

Essays must be turned in *on time*; **late papers risk being penalized three percentage points every day they are late.** (This includes weekends and holidays.)

To obtain an extension for reasons of health or compassion you must submit a *written request* to the course coordinator explaining why the extension is necessary and stipulating the amount of extra time you need. Documentation such as a doctor’s certificate must accompany the written request. The coordinator may accept or reject your application or give you less time than requested; the coordinator has the final say in the matter.

NOTE: Students who do not complete *all* of the required work will not receive a passing grade.

Course Reading

Please note that readings are subject to change; if there are changes, advance notice will be provided on MyUni.

Required texts

Books (available at UniBooks):

Voltaire. *Candide, or, Optimism*. London: Penguin, 2006.

Freud, Sigmund. *Civilization and Its Discontents*. Translated by David McLintock. Penguin Classics, 2002.

Course reader:

In two parts. Part One will be available from the **Image and Copy Centre**, Level 1 of the Hughes building; when Part Two is ready, an announcement will be made in lecture and a notice will be posted on MyUni.

Online readings:

Some of the assigned reading (and some of the recommended reading) is available online. A list of these will be posted on MyUni

General Works:

Doyle, William. *The Old European Order, 1660-1800*. 2nd ed. Short Oxford history of the modern world. Oxford: Oxford University Press, 1992. 940.25 D754o.2.

Gildea, Robert. *Barricades and Borders: Europe, 1800-1914*. 2nd ed. Short Oxford history of the modern world. Oxford: Oxford University Press, 1996. 940.28 G468b.2.

Gillis, John R. *The Development of European Society, 1770-1870*. Boston: Houghton Mifflin, 1977. 309.14 G481d.

Hobsbawm, E. J. *The Age of Revolution: 1789-1848*. New York: New American Library, 1962. 940.27 H684A 1.2.

McMahon, Darrin M. *Happiness: A History*. New York: Atlantic Monthly Press, 2006.

Salmi, Hannu. *Nineteenth-Century Europe: A Cultural History*. Cambridge: Polity, 2008. 940.28 S171n.

White, Nicholas. *A Brief History of Happiness*. Revised. Wiley-Blackwell, 2006.

Week 1: Introduction and Background

Required reading:

CR: Doyle, William. "The Progress of Doubt." In *The Old European Order, 1660-1800*, 174-195. Short Oxford history of the modern world. Oxford: Oxford University Press, 1992.

Begin reading:

BOOK: Voltaire. *Candide, or, Optimism*. London: Penguin, 2006.

Week 2: Troglodytes, Optimists, and Gardeners

Required reading:

- CR:** Outram, Dorinda. "Coffee houses and consumers: the social context of Enlightenment." In *The Enlightenment*, 11-27. New approaches to European history. Cambridge: Cambridge University Press, 2005.
- CR:** Charles de Secondat, baron de Montesquieu, "Montesquieu's preface, Letters 10-14," in *Persian Letters*, trans. C. J. Betts (Harmondsworth, UK: Penguin Books, 1993), 39-40, 52-60.
- BOOK:** Voltaire. *Candide, or, Optimism*. London: Penguin, 2006.

Background / recommended reading:

- Brown, Stewart J, and Timothy Tackett, eds. *Enlightenment, Reawakening and Revolution, 1660-1815*. Cambridge history of Christianity v. 7. Cambridge, UK: Cambridge University Press, 2006. 270 C178.
- Darnton, Robert. *The Business of Enlightenment: A Publishing History of the Encyclopedie, 1775-1800*. Cambridge: Belknap Press, 1979. 844 D55Z.D.
- Gay, Peter. *The Enlightenment: An Interpretation*. New York: Norton, 1977. 940.253 G285e.
- Hampson, Norman. *The Enlightenment*. London: Penguin Books, 1982. 940.25 H231e 1982.
- Hesse, Carla. *The Other Enlightenment: How French Women Became Modern*. Princeton University Press, 2003.
- Jones, Colin, and Dror Wahrman, eds. *The Age of Cultural Revolutions: Britain and France, 1750-1820*. Berkeley: University of California Press, 2002. 941.073 J76a.
- Montesquieu, Charles. *Persian letters*. (Various editions.)
- Outram, Dorinda. *The Enlightenment*. 2nd ed. New approaches to European history. Cambridge: Cambridge University Press, 2005. 940.25 O94e.2.
- JSTOR:** Taylor, Barbara. "Feminism and the Enlightenment 1650-1850." *History Workshop Journal*, no. 47 (Spring 1999): 261-272.
- JSTOR:** Tomaselli, Sylvana. "The Enlightenment Debate on Women." *History Workshop*, no. 20 (Autumn 1985): 101-124.
- Yolton, John W, ed. *The Blackwell Companion to the Enlightenment*. Oxford, UK: Blackwell, 1992. 940.25303 Y54b.

Week 3: Solitary Pleasures and Social Vices

Required reading:

- CR:** Jean-Jacques Rousseau, "Fifth Walk," in *Reveries of the Solitary Walker*, trans. Peter France (Harmondsworth, UK: Penguin, 1979), 81-91.
- CR:** Jean-Jacques Rousseau, Part Two of *A Discourse on Inequality*, trans. Maurice Cranston (Penguin Books, 1984), 109-137.
- JSTOR:** Darnton, Robert "The High Enlightenment and the Low-Life of Literature in Pre-Revolutionary France." *Past and Present*, no. 51 (May 1971): 81-115.

Background / recommended reading:

- Blum, Carol. *Rousseau and the Republic of Virtue: The Language of Politics in the French Revolution*. Ithaca: Cornell University Press, 1986. 944.04 B658r.
- Cassirer, Ernst. *The Question of Jean-Jacques Rousseau*. 2nd ed. New Haven: Yale University Press, 1989. 848 R86Z.C.Y.
- Cooper, Laurence D. *Rousseau, Nature, and the Problem of the Good Life*. University Park, Pa: Pennsylvania State University Press, 1999. 100 R8642ZCO.
- Rousseau, Jean-Jacques. *A Discourse on Inequality*. Translated by Maurice Cranston. Penguin Books, 1984.
- . *Confessions*. Everyman's library. London: Dent, 1960. 92 R864E.N.
- . *Emile: Or On Education*. Harmondsworth: Penguin, 1991. 370.1 R86e.B.
- . *Reveries of the Solitary Walker*. Translated by Peter France. Harmondsworth, Eng: Penguin Books, 1979. 848 R86r.
- . *The Social Contract and Other Later Political Writings*. Cambridge texts in the history of political thought. Cambridge, U.K: Cambridge University Press, 1997. 320.1 R86s.G.
- Shklar, Judith N. *Men and Citizens: A Study of Rousseau's Social Theory*. Cambridge: Cambridge University Press, 1969. 301 R86.S.
- Starobinski, Jean. *Blessings in Disguise; or, The Morality of Evil*. Cambridge: Polity Press, 1993. 840.9 S795r.G.
- . *Jean-Jacques Rousseau; La Transparence et l'obstacle*. Paris: Gallimard, 1971. 848 R86Z.ST.
- Todorov, Tzvetan. *Frail Happiness: An Essay on Rousseau*. Pennsylvania State University Press, 2005.

Week 4: Virtue, Commerce, and the Pursuit of Happiness

Required reading:

- Online:** "Declaration of Independence."
<http://www.archives.gov/exhibits/charters/declaration.html>.
- CR:** Wood, Gordon S. "Enlightenment." In *The Radicalism of the American Revolution*, 189-212. New York: Vintage Books, 1993.
- JSTOR:** Breen, T. H. "Narrative of Commercial Life: Consumption, Ideology, and Community on the Eve of the American Revolution." *The William and Mary Quarterly* 50, no. 3. Third Series (July 1993): 471-501.
- CR:** Smith, Adam. "Preface and chapter on wages (Book I, chapter VIII)." In *The Wealth of Nations: Books I-III*, 537. Penguin English library. Harmondsworth: Penguin, 1982.
- CR:** Bentham, Jeremy. "Excerpts." In *An Introduction to the Principles of Morals and Legislation*, edited by J. H Burns and H. L. A Hart, 1-41. London: Athlone P, 1970. (Skim.)

Background / recommended reading:

- JSTOR:** Appleby, Joyce. "America as a Model for the Radical French Reformers of 1789." *The William and Mary Quarterly* 28, no. 2. Third Series (April 1971): 267-286. doi:10.2307/1917311.

- Bentham, Jeremy. *An Introduction to the Principles of Morals and Legislation*. Edited by J. H Burns and H. L. A Hart. London: Methuen, 1982. 340.112 B476i.
- Breen, T. H.. *The Marketplace of Revolution: How Consumer Politics Shaped American Independence*. New York: Oxford University Press, 2004. 973.31 B8327m.
- JSTOR:** Fleischacker, Samuel. "Adam Smith's Reception among the American Founders, 1776-1790." *The William and Mary Quarterly* 59, no. 4. Third Series (October 2002): 897-924. doi:10.2307/3491575.
- Kramnick, Isaac. *Republicanism and Bourgeois Radicalism: Political Ideology in Late Eighteenth-Century England and America*. Ithaca, N.Y: Cornell University Press, 1990. 320.509 K89r.
- Pocock, J. G. A. *Virtue, Commerce, and History: Essays on Political Thought and History, Chiefly in the Eighteenth Century*. Ideas in context. Cambridge: Cambridge University Press, 1985. 320.09 P741v.
- JSTOR:** Sheehan, Colleen A. "Madison and the French Enlightenment: The Authority of Public Opinion." *The William and Mary Quarterly* 59, no. 4. Third Series (October 2002): 925-956. doi:10.2307/3491576.
- Smith, Adam. "Preface and chapter on wages (Book I, chapter VIII)." In *The Wealth of Nations: Books I-III*, 537. Penguin English library. Harmondsworth: Penguin, 1982. 330.2 S64 1982.
- Wood, Gordon S. *The Radicalism of the American Revolution*. 1st ed. New York: Vintage Books, 1993. 973.31 W875r.

Week 5: Revolution: Happiness for whom?

Required reading:

- CR:** "Declaration of the Rights of Man and Citizen, 27 August 1789." *A Documentary Survey of the French Revolution*, ed. John Hall Stewart, 113-115. New York: Macmillan Company, 1951.
- CR:** "The Constitution of '93." In *A Documentary Survey of the French Revolution*, ed. John Hall Stewart, 454-457. New York [N.Y.]: Macmillan Company, 1951.
- CR:** de Gouges, Olympe. "The Declaration of the Rights of Woman." In *The French Revolution and Human Rights: A Brief Documentary History*, edited by Lynn Hunt, 124-129. Bedford/St. Martin's, 1996.
- CR:** Prudhomme, Louis Marie. "On the Influence of the Revolution on Women." In *The French Revolution and Human Rights: A Brief Documentary History*, edited by Lynn Hunt, 129-131. Bedford/St. Martin's, 1996.
- CR:** Wollstonecraft, Mary. "Author's introduction." In *A Vindication of the Rights of Woman*, translated by Miriam Brody, 79-84. Harmondsworth, Eng: Penguin Classics, 1992.

Background / recommended reading:

- Blanning, T. C. W. *The French Revolution: Class War or Culture Clash?* 2nd ed. New York, N.Y: St. Martin's Press, 1998. 944.04 B642f.2.
- Doyle, William. *The Oxford History of the French Revolution*. Oxford: Clarendon Press, 1989. 944.04 D754ox.
- Furet, François, and Mona Ozouf, eds. *A Critical Dictionary of the French Revolution*. Cambridge, Mass: Belknap Press of Harvard University Press, 1989. 944.04 F983c.

- Furet, Francois. *Interpreting the French Revolution*. Cambridge: Cambridge University Press, 1981. 944.04 F983p.
- Hunt, Lynn, ed. *The French Revolution and Human Rights: A Brief Documentary History*. Illustrated edition. Bedford/St. Martin's, 1996.
- Hunt, Lynn Avery. *Politics, Culture, and Class in the French Revolution*. Studies on the history of society and culture. Berkeley: University of California Press, 1984. 306.20944 H941p.
- Roberts, John Morris. *The French Revolution*. Oxford [Eng.]: Oxford University Press, 1978. 944.04 R645f.
- Schama, Simon. *Citizens: A Chronicle of the French Revolution*. 1st ed. New York: Vintage Books, 1990. 944.04 S299c.
- Stewart, John Hall, ed. *A Documentary Survey of the French Revolution*. New York [N.Y.]: Macmillan Company, 1951. 944.04 S849.
- Wollstonecraft, Mary. *A Vindication of the Rights of Woman*. Harmondsworth, Eng: Penguin Books, 1975. 305.40941 W864v.K.

Week 6: Utopian Quests

Required reading:

CR: Jonathan Beecher, "Introduction," in *Charles Fourier: The Visionary and His World* (Berkeley: University of California Press, 1986), 1-75.

Online: Fourier, excerpt from *Theory of Social Organization* at <http://www.fordham.edu/halsall/mod/1820fourier.html>

CR: Etienne Cabet, Excerpts from in *Travels in Icaria*, 1st ed., Utopianism and communitarianism (Syracuse, New York: Syracuse University Press, 2003), 12-44.

JSTOR: Robert Owen, "Robert Owen's reply to the question, 'What would you do, if you were Prime Minister of England?'" Cowen Tracts (1832).

JSTOR: Owen, Robert. "Address on opening the Institution for the Formation of Character, at New Lanark: delivered on the 1st of January, 1816 : being the first public announcement of the discovery of the infant school system." *Cowen Tracts* (1841).

Excerpt from Robert Owen, *A New View of Society; or, Essays on the Formation of the Human Character Preparatory to the Development of a Plan for Gradually Ameliorating the Condition of Mankind*, 2nd ed. (London: Macmillan, 1972).

Background / recommended reading:

Online: Owen, *A New View of Society*, "Dedication" and "Essay One" at <http://www.marxists.org/reference/subject/economics/owen/>

Week 7: Consultation week

This week, we will meet individually. You will receive your marked mid-term exam; you should be prepared to discuss your ideas for the essay, due June 5, 2009.

Week 8: Marx, Work and Happiness

Readings:

Marx, Karl, and Friedrich Engels. *The Manifesto of the Communist Party*. (Various editions; available online at <http://ebooks.adelaide.edu.au/m/marx/karl/m39c/>)

Marx, Karl. "The Working Day." In *Capital: A Critique of Political Economy, Volume I*, trans. Ben Fowkes, 341-416. New York: Vintage, 1976.

Background / recommended reading:

When, Francis. *Karl Marx's Das Kapital: a biography, 10 books that shook the world*. Crows Nest, N.S.W.: Allen & Unwin, 2006.

Week 9: Consumption and Commerce

Readings to be assigned.

Week 10: The Threatening Crowd

Selections from Gustave Le Bon, Friedrich Nietzsche, and others. To be assigned.

Week 11: Civilization and its discontents

Book: Freud, Sigmund. *Civilization and Its Discontents*. Translated by David McLintock. Penguin Classics, 2002.

Week 12: Vacation! (Not yours... yet.)

Readings on leisure, vacation, and the struggle for the eight-hour day. To be assigned.

Learning Resources

Writing and Studying at University

The Centre for Learning and Professional Development (Level 2, Schulz Building) offers a number of services to University of Adelaide students. These include workshops (their brochure is accessible at http://www.adelaide.edu.au/clpd/LLS/download/LLS_workshops.pdf), a daily helpdesk, and a series of guides on such topics as plagiarism, editing, and exam preparation. Consult their web site at <http://www.adelaide.edu.au/clpd/students/>.

Information Technology Skills

IT skills are increasingly expected in your work for some courses and may form an important part of your final assessment. The Faculty of Humanities and Social Sciences expects that all students will have at least minimum-level skills to complete courses. These include the use of Word and the ability to undertake bibliographic searching using the Barr Smith Library catalogue, to use appropriate search engines on the Internet, and to save data and files to the university servers.

You will find more information about the services offered by Information Technology Services (ITS) and the specifics of the IT environment at the University of Adelaide detailed in a Welcome Course on MyUni.

MyUni

You can access MyUni by going to <http://myuni.adelaide.edu.au/> and logging into the system with your username (numerical) and your password. The Welcome Course is available from the Community tab once you have logged on. The Welcome Course also includes links to online tutorials for the Microsoft programs Word, Excel, PowerPoint and Access.

If you have any questions about courses on MyUni or you need help using a computer or IT equipment, you should call the MyUni helpdesk on 8303 3335 or email them at myuni.help@adelaide.edu.au

This course makes the following use of MyUni:

Insofar as possible, lecture outlines will be posted online. (These lecture outlines are *not* a substitute for the lectures themselves; students are expected to attend lectures and to take notes themselves.)

Supplementary materials will be posted online.

Important course announcements will be posted online.

Links to additional readings will be posted online from time to time.

Library Tutorial

To do well at university, you must develop the skills to find information. You will need to use these skills when you write papers. The Library Tutorial for Humanities and Social Sciences will help you gain confidence in using the resources of the Library. **Your lecturer and library staff will all assume that you have done the tutorial. IF, FOR ANY REASON**

YOU HAVE NOT ALREADY DONE THIS LIBRARY TUTORIAL, YOU MUST DO SO AS SOON AS POSSIBLE. Further assistance is always available at the Library, but library staff may suggest that as a first step you look again at the tutorial.

How to do the tutorial

The tutorial is web-based. You may access it at:

<http://www.adelaide.edu.au/library/guide/hum/tutorial/tutindex.html>

Policies and Procedures

Notes on History Discipline policy

Essays and Lectures

All History courses place considerable emphasis upon written work, usually in the form of essays. Students should therefore make certain that they possess a copy of the History Discipline's *Essay Style Sheet* and *Tips on Essay Writing*, which is distributed to all first-year classes and is also available from the History & Politics Office (4th Floor Napier Building). Besides setting out the requirements of format, these contain useful advice about taking notes, organising material, and writing.

The course coordinator is always willing to discuss problems encountered in preparing an essay, and you should not hesitate to consult the coordinator if you find yourself running into difficulties, great or small. (The same point applies to every other aspect of your academic work; tutors and lecturers are there to help you, but they can only be of assistance if you seek them out and request their assistance. If you can't locate your lecturer, leave a note asking for an appointment in the History & Politics Office).

Lectures provide the main formal teaching contact between staff and students in this course. Attendance at lectures is not obligatory but strongly recommended, since lectures usually cover the essential contents of each subject.

Assessment

All course guides contain details of assessment in the course.

It is the policy of the History Discipline that a student will receive a fail result only after at least two staff members have read some of the student's written work. Any student may request that a second member of staff mark a particular piece of work.

It is Discipline policy that staff promptly mark and return all written work so that the comments will be of assistance to students in preparing their next assignment.

Students dissatisfied with their results can ask their tutor for permission to resubmit and redeem their marks. Permission to resubmit and redeem work is not automatic but depends upon the type of work and the assessment procedures of individual subjects. Normally students can only redeem a failure for a substantial piece of work.

Discipline Policy on Preclusion of Students

Assignments will not be accepted after the due date without an extension granted by your tutor or the course coordinator. Failure to complete assignments or to attend tutorials may result in preclusion from the course. No final grade in the course will be given to students who do not complete all of the assigned work.

Assessment Guidelines

Pass: 50-64%

- Adequate articulation of argument, theme or guiding problematic (stated problem)
- Adequate understanding and application of analytic concepts and theoretical issues
- Adequate adherence to scholarly conventions in citations

- Adequate scope of reading informing the argument
- Adequate understanding of that reading
- Adequate skills in written expression and presentation

Credit: 65-74%

- Clear articulation of a theme or guiding problematic
- Clear understanding and application of analytic concepts and theoretical issues
- Argument reasonably well structured, developed and concluded
- Adequate adherence to scholarly conventions in citations
- Adequate scope of reading informing the argument
- Clear understanding of that reading
- Adequate skills in written expression and presentation
- Critical use of sources

Distinction: 75-84%

- Clear articulation of a theme or guiding problematic
- Clear understanding and application of analytic concepts and theoretical issues
- Argument well structured, developed and concluded, displaying clear evidence of original thinking
- Consistent adherence to scholarly conventions in citations
- Wide scope of reading informing the argument, with evidence of directed independent reading
- Clear understanding of that reading
- Developed skills in written expression and presentation
- Critical use of sources

High Distinction: 85%+

- Very clear articulation of a theme or guiding problematic
- Clear understanding and application of analytic concepts and theoretical issues
- Argument exceptionally well structured, developed and concluded, displaying ample innovation and originality
- Ample evidence of the critical use of sources
- Consistent adherence to scholarly conventions in citations
- Wide scope of reading informing the argument, with strong evidence of directed independent reading
- Sophisticated understanding of and reflection upon that reading
- Highly developed skills in written expression and presentation

Plagiarism

Plagiarism consists of a person using the words or ideas of another as if they were his or her own. The University regards plagiarism as a very serious offence. It is the duty of the Discipline to inform and the student's to be informed of the nature of the offence and the penalties that it attracts. Each course guide/teaching program has attached to it a statement and definition of plagiarism and related forms of cheating that students must read and understand.

University's Policy Statement on Plagiarism, Collusion and Related Forms of Cheating

The following is an extract from the Policy Statement on Plagiarism, Collusion and Related Forms of Cheating. The full policy can be found at: <http://www.adelaide.edu.au/policies/?230>

3. Issues Associated with Plagiarism, Collusion and Cheating

For students, plagiarism, collusion and other forms of cheating are expressly forbidden under the University's Rules for Assessment (<http://www.adelaide.edu.au/policies/?241>), which state that:

1. No student will submit for assessment any piece of work that is not entirely the student's own, except where either:
 - (a) the use of the words, designs, computer code, creative works or ideas of others is appropriate and duly acknowledged, or
 - (b) the assessor has given prior permission for joint or collaborative work to be submitted.
2. No student will submit as if they were genuine any data or results of laboratory, field or other work that are fabricated or falsified.
3. No student will assist any candidate in any piece of assessed individual work, and no student shall accept assistance in such a piece of assessed individual work, except in accordance with approved study and assessment schemes.
4. No student will submit the same piece of work for assessment in two different courses, except in accordance with approved study and assessment schemes.

Any form of cheating in examinations is expressly forbidden in Section 4.5 of the University's Examinations Policy [<https://www.adelaide.edu.au/policies/?465>].

3.3 Responsibilities of the Student

Engaging in plagiarism impedes a student's ability to learn. It is each student's responsibility to:

- 3.3.1** Read and abide by all instructions distributed by the University/Faculty/School/Department/Teaching Staff including course guides, assessment task requirements and the *Rules for Assessment (based on existing Statute Chapter 17)* and the *University Policy Statement on Plagiarism, Collusion and Other Forms of Cheating*.
 - 3.3.2** Seek assistance with their learning and assessment tasks if they are unsure of appropriate forms of attribution and referencing for their discipline.
 - 3.3.3** Submit assessment tasks according to staff instructions.
 - 3.3.4** Submit for assessment, whether by examination or otherwise, only their own piece of work, except where:
 - i the works of others is appropriately acknowledged
 - ii the assessor has required, or given prior permission for group or collaborative work to be submitted.
 - 3.3.5** Not allow their own assessment work to be copied by another student with the intention to deceive the assessor.
 - 3.3.6** Not produce all or part of an assessment work for another student with the intention to deceive the assessor.
 - 3.3.7** To use quotations, paraphrasing, referencing and attribution in accordance with accepted academic conventions and with any explicit instructions given by the assessor.
- #### **3.4 Types of plagiarism, collusion and other forms of cheating that will incur penalties**

Plagiarism that will incur penalties can take several forms:

- i Presenting works in any format, without appropriate attribution to the original source (see examples given in Guidelines and Procedures for Implementing the Policy Statement on Plagiarism, Collusion and other Forms of Cheating) [<http://www.adelaide.edu.au/policies/?230>].

- ii Paraphrasing sentences or whole paragraphs without due acknowledgement by reference to the original work.
- Related forms of collusion and cheating that will be treated in the same way as direct plagiarism include:
- iii Submitting assessment work with the intention to deceive the assessor as to the contribution made by the student submitting the work.
 - iv Students separately submitting the same piece of work with the intention to deceive the assessor as to the contribution they have made to the assessment work.
 - v A student submitting the same piece of his or her own work for two (or more) different courses, without the assessor's permission.

Supplementary Examinations

Illness

Anyone who cannot submit a major assignment/sit an examination due to illness must submit the appropriate University of Adelaide form.

Normal doctor's certificates alone do not have to be accepted.

Any application must be accompanied by the form, Application for Supplementary Exam on Medical Grounds, filled out and signed by a doctor whose contact details are clear.

Compassionate Grounds

For a supplementary examination on compassionate grounds refer to:
<http://www.adelaide.edu.au/student/current/exams/SuppApplic.pdf> and download the appropriate form.

Emergency procedures

In Case of an Emergency

- Listen to any messages on the Public Address system
- Obey wardens or the Fire Brigade
- Assist people with disabilities
- Evacuate the Building and surrounding stairs. The evacuation assembly areas for the Napier Tower and Ligertwood Building are the Goodman Crescent lawns in front of Elder Hall. For lower ground Napier Building assemble in the Hughes Plaza outside Security and for the Education Building precinct it is North Terrace.

Do not:

- Use the lifts
- Enter the Napier Building

Know Your Wardens

Chief Warden	White helmet
Deputy Chief Warden	White helmet
Warden	Red helmet

Alert Tone

When you hear the Alert tone (a series of long beeps), collect your belongings, prepare to evacuate, and await further instructions.

Evacuation Tone

The evacuation tone follows the Alert tone. A message will be announced on the Public Address system. Leave by the nearest exit, as directed by the floor wardens.

After Hours

The system will immediately go into evacuation mode. Leave the building by the nearest exit. Do not use the lift.

Users with Disabilities

Users whose disability may make it difficult to use the emergency exits should notify the History Office of their presence in the building, and of their likely movements within the building. This will aid in your speedy evacuation in an emergency.

Reporting an Emergency

If you see or hear a potential hazard in the Napier Building please report the nature and location of the problem immediately to the History Office.

In Case of Minor Injury

First Aid Box in the History Office and First Aider available Security Staff.

Emergency Preparedness Guidelines For People With Disabilities

Follow the guidelines on the “Emergency Procedures” flip-chart.

- Become familiar with alternate evacuation routes in buildings you use frequently.
- Learn what may constitute a safe area in buildings you use frequently.

If you are unable to follow the "Emergency Procedure" guidelines, develop other strategies for your protection. For example, if you use a wheelchair and cannot duck and cover under a table in the event of an earthquake or similar emergency:

- Protect your head as much as possible.
- Move away from windows, filing cabinets, bookcases, light fixtures, and heavy objects that could shatter, fall, or tip over.
- Engage the electronic brake or wheel locks on your wheelchair.

Consider various disaster scenarios and decide ahead of time what you would do in different emergencies. For example, people with power wheelchairs should consider the following:

- In evacuations, it is standard practice to evacuate disabled people without their wheelchairs. Where should you be located while waiting for your wheelchair?
- Are there certain medications or support systems that you need?
- Do you have access to another wheelchair if yours cannot be evacuated?

Know your limitations and be aware of your needs in different emergencies. If you need assistance, ask for it. People may not be aware of your circumstances or know how they can help.

Consider how people will give you emergency information and how you will communicate your needs if you have impaired speaking, hearing, or sight.

Consider arranging a buddy system with friends or colleagues so that someone will check with you, alert you as necessary, and see whether you need any assistance.

If you need to be evacuated, help yourself and rescuers by providing them with information about your needs and the best ways to assist you.

Occupational Health & Safety Arrangements

The School of History and Politics is committed to upholding the University's Policy on Occupational Health & Safety (OH&S). Also, all staff and students have a legal responsibility to act in the interests of themselves and others with respect to OH&S. To assist the School and to comply with your responsibilities you are asked to become informed about the following arrangements and personnel.

EMERGENCY EVACUATION PROCEDURES – FIRE OR BOMB THREAT

Napier Building Fire Wardens Room	Phone
Chief Warden: Mr Robert Ewers Faculty Office Napier Undercroft	35245

Floor Wardens

5 th floor: Tom Buchanan	Napier 518	34682
4 th floor: Julie McMahan	Napier 423	35032
3 rd floor: Christine McElhinney	Napier 422	35610

Evacuation Areas

The evacuation assembly areas for the Napier Tower and Ligertwood Building are the Goodman Crescent lawns in front of Elder Hall. For lower ground Napier Building assemble in the Hughes Plaza which is outside Security and for the Education Building precinct it is North Terrace.

Evacuation Procedures

Staff and students must leave the building via the fire stairs once the notice to evacuate has been raised. The lifts should not be used. Those experiencing difficulties leaving need to notify the floor warden. Staff and students may return only after the Warden has granted permission.

Medical Emergencies & First Aid

In life threatening situations (only) ring 35444.

Contact a First Aid Officer (see below). A First Aid kit is kept in Napier Room 423. Please record any usage in the notebooks provided. Your nearest sick bay/rest room is to be found on 1st Floor Ligertwood Building, Room 103B.

Representatives and Officers

First Aid officers are trained to deal with first aid situations. The School Safety Officers represent the Head of School in OH&S matters. The elected OH&S Representative can represent staff and students in OH&S issues.

Name	Room	Phone
OH & S representative		
Tom Buchanan	Napier 518	34682

First Aid Officers

Gloria Sumner	Faculty office Napier Undercroft	35186
Vicki Johnson	Faculty office Napier Undercroft	35245
Departmental Safety Officer	tba	

Accident & Incident Reporting

OH&S legislation demands that all accidents and near-miss incidents be reported to the School Manager of Discipline Head. An Accident/Incident Report and Investigation Form must be completed (preferably within 48 hours) by the person involved and the supervisor and a copy given to the OH&S Safety Officer. Copies are available from the OH&S Representative or Safety Officer.