

HIST2031: History, War and Film

Callaghan

Semester 2 - 2023



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

The School of Humanities, Creative Industries and Social Sciences is committed to providing an inclusive environment in which all cultures are accorded respect and all students and staff are expected to act with honesty, fairness, trustworthiness and accountability in dealings with others. The School recognises and respects the unique histories and cultures of Aboriginal and Torres Strait Islander peoples, their unbroken relationship with the lands and the waters of Australia over millennia, and the validity of Aboriginal ways of knowing. We are dedicated to reconciliation and to offering opportunities for Aboriginal and Torres Strait Islander peoples to access and succeed in higher education.

OVERVIEW

Course Description

Cinema is a powerful medium for the interpretation of the past. Some film biographies, period pieces, and documentaries have provided us with insightful information about human history; others have distorted issues or served as propaganda. This course will study the challenges and promises of film as cultural artefact, introducing students to its contested nature. It draws on theoretical perspectives and critical tools to support the study of history.

Requisites

This course replaces HIST3030. If you have successfully completed HIST3030 you cannot enrol in this course.

Assumed Knowledge

There is no assumed knowledge in either history or film although it is preferred that students have done at least 10 units at first year level.

Contact Hours

Callaghan

Lecture

Face to Face On Campus

1 hour(s) per Week for 12 Weeks

Self-Directed Learning

Online

2 hour(s) per Week for 12 Weeks

Online Film Viewing

Tutorial

Face to Face On Campus

1 hour(s) per Week for 12 Weeks starting Week 1

Unit Weighting Workload

10

Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

COURSE OUTLINE

www.newcastle.edu.au

CRICOS Provider 00109J

CONTACTS

Course Coordinator **Callaghan**
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Consultation: By appointment.

Teaching Staff Other teaching staff will be advised on the course Canvas site.

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SYLLABUS

Course Content This course will focus on societies at war in the modern era and representations of those societies through the medium of the film. It will offer an in-depth, semester long study of predominantly twentieth century conflicts which may include the First and Second World Wars (man in combat, anti-militarism, POWs, enemy perspectives, the Holocaust), Cold War and post-war colonial struggles (focusing on Vietnam and the threat of nuclear annihilation), as well as terror.

Course Learning Outcomes **On successful completion of this course, students will be able to:**

1. Critique the complex relationship between cinematic invention and historical knowledge.
2. Analyse the historical value of film as a site of cultural expression and conflict with the potential to influence cultural change.
3. Identify historical debates in the contested nature of historical representation.
4. Conduct research independently and express clear arguments, either orally or in writing.

Course Materials **Required Reading:**

- All required reading for the course will be made available electronically through the Course Readings tab on the course site.

SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
1	17 Jul	Course Overview, requirements and assessments Introduction. Reading film as an historical source Anti-war films and nationalism	Henry V (1944 and 1989). Consider the context in which a film is made - what effect does this have, even when the script is exactly the same?	
2	24 Jul	Australians at war before Gallipoli: The South African War (Second Anglo-Boer War). The Boer War: prosecution of war atrocities, and the development of concentration camps as a war strategy.	Is Australia's military involvement in the Boer War a well-known part of Australian history? Does 'Australian' military history begin with WWI? With Federation? Engage with readings in preparation for group discussion.	
3	31 Jul	'Breaker Morant': war and atrocities, the viewers' nationalistic response, and the martyrdom of Breaker Morant.	'Shoot straight ya bastards!': Did Beresford's anti-war film lay the groundwork for 'Gallipoli'? View film before tutorial, and engage with readings in preparation for group discussion	
4	7 Aug	World War I - The Great War	How has the historiography of WWI changed? Engage with readings in preparation for group discussion.	
5	14 Aug	Paths of Glory as an anti-war film: military discipline and authority	View film before tutorial, and engage with readings in preparation for group discussion	Essay proposal due: Friday 1 September
6	21 Aug	World War 2: The Pacific War and Japanese bombings	Engage with readings in preparation for group discussion.	
7	28 Aug	'Grave of the Fireflies': Confronting historical truth through animated film	View film before tutorial, and engage with readings in preparation for group discussion	
8	4 Sep	The Cold War: how the threat of nuclear weapons changed warfare	Engage with readings in preparation for group discussion.	
9	11 Sep	Nuclear catastrophe and political satire: 'Dr Strangelove'	View film before tutorial, and engage with readings in preparation for group discussion	
10	18 Sep	The Vietnam War: land-based war in the nuclear age and the impact of the first 'televised' war	Engage with readings in preparation for group discussion.	
Mid Term Break				
Mid Term Break				

11	9 Oct	'Apocalypse Now Redux' and the Secret War	View film before tutorial, and engage with readings in preparation for group discussion	
12	16 Oct	The War on Terror, the CIA, and American exceptionalism in 'Zero Dark 30'. Film as 'first draft' journalism and the role of the intelligence community in shaping content.	View film before tutorial, and engage with readings in preparation for group discussion	Last possible date (20/10) for submission of journal entry 1.
13	23 Oct	No classes	No classes	Major Essay due: Friday 27 October
Examination Period				Journal entries 2 and 3 due: Friday 18 November
Examination Period				

ASSESSMENTS

This course has 4 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Journal (30%)	The first journal entry is due one week after the tutorial topic relating to the journal entry submitted. Remaining entries are due on Friday 18 November.	Individual	30%	1, 2, 3
2	Oral contribution (10%)	Ongoing throughout semester	Individual	10%	1, 2, 3
3	Essay proposal (20%)	Friday 1 September	Individual	20%	1, 2, 3, 4
4	Research essay (40%)	Friday 27 October	Individual	40%	1, 2, 3, 4

Late Submissions

The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

Assessment 1 - Journal (30%)

Assessment Type Purpose

Journal

Film is the primary source material in this course. It is therefore important to think critically about the purpose of films viewed during the course and how they relate to historical knowledge about war. The journal provides an important opportunity to further scrutinise and reflect on this material, drawing on readings, lecture content and tutorial discussion.

Description

This assessment task requires you to submit UP TO four journal entries but only your best three will be counted. For each entry you should aim to write 500 words. Please keep to the word limit +/- 10% (that is, you need to write within the range 450-550 words). Each of your three journal entries should focus on one of the nine films detailed in the course outline that you will view during the semester.

PLEASE ENSURE THAT YOU INDICATE CLEARLY IN EACH ENTRY WHICH QUESTION OR QUESTIONS YOU ARE ANSWERING.

You should use one or more of the following questions to focus your reflections in each entry:

1. Does the film contribute to historical understandings of war or debates about war?

	<p>How?</p> <ol style="list-style-type: none"> Are there any aspects of the film that are controversial? Why are they controversial? Are there any underlying political messages in the film? What are they and how effective are they? How does the film compare and contrast with companion historical films (see the detailed weekly information for examples of companion films). <p>The specific questions provided below may also be helpful in guiding your responses:</p> <ul style="list-style-type: none"> What is the source that the film is based on? whose story is this and how is it being told? how does this film use images and/or sound to construct meaning about the past? which elements of the film might historians consider to be problematic in portraying an historical theme or episode? how do the conventions of drama and fiction used in the film interrelate with historical knowledge? how has audience and/or economics shaped the production of this film? when was the film made and how did prevailing conditions shape the construction of the film? That is, how did the film's 'present' influence the way in which the past was represented? <p>* Make reference to secondary sources where necessary. * No footnoting is required, but please observe academic integrity in all your responses. * Please use complete sentences (no dot points) and structure your responses using proper paragraphing including topic sentences.</p>
Weighting	30%
Length	1500 words
Due Date	The first journal entry is due one week after the tutorial topic relating to the journal entry submitted. Remaining entries are due on Friday 18 November.
Submission Method	Online
Assessment Criteria	Please see the rubric associated with this assessment available on the course site
Return Method	Online
Feedback Provided	Online - within two weeks after submission for the first journal entry.

Assessment 2 - Oral contribution (10%)

Assessment Type	Tutorial / Laboratory Exercises
Purpose	Engaging with course themes and debating relevant issues in tutorials is a key aspect of learning in this course, and of contributing to the learning of others. Tutorials are a safe, enjoyable place to ask questions, raise problems, and explore the nuances of other historians' work.
Description	<p>An online discussion forum may be used in conjunction with, or in lieu of, in-class participation. Submissions must be received before your scheduled tutorial for the benefit of all participants.</p> <p>Prepare for each tutorial by doing the set readings, reflecting on the discussion questions and, if you have time or are interested in reading more, going through some of the other suggested readings. Write down any questions you thought of as you did the readings or any points you found particularly interesting/challenging, and come prepared to share your ideas with the tutorial group.</p>
Weighting	10%
Length	N/A
Due Date	Ongoing throughout semester
Submission Method	Ongoing Assessment
Assessment Criteria	<p>Assessment of your tutorial participation will be based on several key factors:</p> <ol style="list-style-type: none"> Regular and consistent contributions to the class discussion as well as active listening Contributions that reflect knowledge of the set readings Contributions that reflect independent, thoughtful and critical insight and that draw connections to the broader themes/issues of the course

4) Effectiveness of communication (eg facilitating conversation but not dominating it)

Attendance alone without evidence of preparation and contribution is not sufficient to earn a pass mark for this form of assessment.

Return Method

Not Returned

Feedback Provided

No Feedback - .

Assessment 3 - Essay proposal (20%)

Assessment Type

Proposal / Plan

Purpose

The purpose of the Essay Proposal is designed to help you prepare for your Research Essay. It is a systematic way to organise your thinking and information gathering on your Research Essay. Before writing your essay you are required to do an Essay Proposal addressing the items below. Feedback on this assignment will help with your essay.

Description

In completing this assignment, use a report format based on the headings below to structure your content. Please address all of the following:

i. Essay topic:

Write down the essay topic you will research (chosen from the essay topics listed on the course site. Note that you are free to write on another topic but you must first get my agreement). Also note that it is possible to change essay topics after they submit submitting the Essay Plan, though this is inadvisable.

ii. Starting point: Interpreting the topic:

State your starting point for researching the essay topic. How did you interpret the topic? List the key words you used to conduct your library research.

iii. Relevant sources of information found:

Provide a list of at least SIX scholarly references you found that are relevant to your essay topic. You will also need to provide annotations for THREE of these references, explaining in no more than three sentences how the source is relevant to your argument. You are encouraged to make use of sources from the reading lists provided, but you are welcome to look beyond this by making use of the library's extensive resources – especially when searching for relevant journal articles. Your watchwords for appropriate sources are: relevance, reliability (is it a scholarly source?) and recency (for History this usually means a source published within about the past 30 to 40 years). For each source of information:

Provide full bibliographic details in alphabetical order. See the History Chicago Essay and Referencing Guidelines on Canvas.

iv. Provide a brief essay plan:

Based on your research to date, write a brief essay plan for your topic that outlines the content and structure of your essay. Your plan should be outlined as follows:

Introduction: requires a clear thesis statement about how you intend to answer the question/address the topic and, if relevant, the theoretical perspectives to be used. It can be helpful to use the phrasing 'This essay will argue ...'

Body: should address how your essay will use relevant evidence and examples to produce a coherent answer to the essay question. You should also give some thought to the structure and sequencing of your material.

Conclusion: a short statement linking your content and argument to the topic.

(Note: the essay plan should be at least 500 words and briefly indicate what you plan to cover. Each annotation should be no more than 100 words.)

v. What still needs to be done? What would you have done differently?

This assignment is a plan and therefore you are not expected to have all the information at this stage. On further reading and note-taking you may need to revisit your proposal or conduct more library research. Provide a brief statement of what your next steps will be to complete the essay (e.g. information you still need to obtain).

Weighting

20%

Length

1000 words

Due Date

Friday 1 September

Submission Method

Online

Assessment Criteria

Please see the rubric associated with this assessment available on the course site

Return Method

Online

Feedback Provided

Online - within three weeks of submission.

Assessment 4 - Research essay (40%)

Assessment Type	Essay
Purpose	The most important skills of the historian are the ability to locate and analyse historical evidence, and to construct an argument in response to the evidence. This exercise will develop your skills in these areas by asking you to research, formulate an argument, write and reference.
Description	<p>For this assessment you are required to:</p> <p>1) Select ONE question from the list of topics available on the course site and gather your evidence:</p> <p>For a research essay, you should consult a MINIMUM OF eight texts. This includes primary material (e.g. documents) and secondary sources. You are also encouraged to look beyond the thematic reading lists provided. Read through the sources, gather your evidence, and formulate your argument (i.e. your answer to the essay question).</p> <p>2) Answer the question in essay format:</p> <p>The essay must include an introduction, body paragraphs and a conclusion. There should be no headings or dot points.</p> <p>3) Reference your essay:</p> <p>The essay must be properly referenced, i.e. you need to acknowledge where you have got your evidence from. This means you need to provide a full bibliography and appropriate references in the Chicago (footnote) style. Please consult the referencing guide available on the course Blackboard site for more information on referencing.</p> <p>4) Format your essay:</p> <p>Your essay needs to be in size 11 or 12 font. Arial, Times New Roman, and Calibri are all easy fonts for your marker to read. Please double-space your essay and leave generous margins (at least 2.5cm).</p>
Weighting	40%
Length	2000 words (including footnotes but not including
Due Date	Friday 27 October
Submission Method	Online
	Essays are to be submitted through Turnitin via the course site.
Assessment Criteria	Please see the rubric associated with this assessment available on the course site
Return Method	Online
Feedback Provided	Online - within three weeks of submission.

ADDITIONAL INFORMATION

Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark

			will be zero. A fail grade may also be awarded following disciplinary action.
Attendance	<p>*Skills are those identified for the purposes of assessment task(s). Attendance/participation will be recorded in the following components:</p> <ul style="list-style-type: none"> - Tutorial (Method of recording: Attendance roll) 		
Communication Methods	<p>Communication methods used in this course include:</p> <ul style="list-style-type: none"> - Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site. - Email: Students will receive communications via their student email account. - Face to Face: Communication will be provided via face to face meetings or supervision. 		
Course Evaluation	<p>Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.</p>		
Oral Interviews (Vivas)	<p>As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the Oral Examination (viva) Procedure. In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the Student Conduct Rule.</p>		
Academic Misconduct	<p>All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to https://policies.newcastle.edu.au/document/view-current.php?id=35.</p>		
Adverse Circumstances	<p>The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:</p> <ol style="list-style-type: none"> 1. the assessment item is a major assessment item; or 2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system; 3. you are requesting a change of placement; or 4. the course has a compulsory attendance requirement. <p>Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at: https://policies.newcastle.edu.au/document/view-current.php?id=236</p>		
Important Policy Information	<p>The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the policies and procedures at https://www.newcastle.edu.au/current-students/no-room-for/policies-and-procedures that support a safe and respectful environment at the University.</p>		

This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.

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