

HIST2031: History, War and Film

Callaghan

Semester 2 - 2024



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.
Academic Progress Requirements	Nil
Requisites	Course Replacement: You cannot enrol if you have successfully completed any of the following course(s): HIST3030
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(s) for 12 week(s) starting Week 1 Self-Directed Learning Online 2 hour(s) per week(s) for 12 week(s) Online Film Viewing Tutorial Face to Face On Campus 1 hour(s) per week(s) for 12 week(s) 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**
Dr Chip Van Dyk
Chip.Vandyk@newcastle.edu.au
(02) 4055 3398
Consultation: Consultations available via email.

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

School Office **School of Humanities Creative Industries and Social Sciences**
Social Sciences Building
Callaghan
HCISS@newcastle.edu.au
+61 4985 4500

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 All course materials can be found on the course Canvas website.

SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
1	22 Jul	Introduction. Reading film and documentary as an historical source	Lecture, Tutorial	
2	29 Jul	The South African War (1899-1902): The beginning of the new nation's military history?	Lecture, Tutorial	
3	5 Aug	Laying the groundwork for <i>Gallipoli: Breaker Morant (Click View)</i>	Lecture, Tutorial, Independent Film Viewing	
4	12 Aug	World War I: The Western Front	Lecture, Tutorial	Journal: Sunday 18 August, 11.59pm
5	19 Aug	World War I and Military Discipline: <i>Paths of Glory (Archive.org and Auchmuty)</i>	Lecture, Tutorial, Independent Film Viewing	
Recess				

6	2 Sep	World War II in the Pacific: Strategic Bombing of the Japanese Islands	Lecture, Tutorial	Journal: Sunday 8 September, 11.59pm)
7	9 Sep	World War II: A Japanese Perspective, Grave of the Fireflies (Click View)	Lecture, Tutorial, Independent Film Viewing	
8	16 Sep	The Cold War: The threat of nuclear war	Lecture, Tutorial	Journal: Sunday 22 September, 11.59pm Essay proposal: Friday 6 September, 11.59pm
9	23 Sep	Satire and Nuclear Catastrophe: Dr Strangelove (Click View)	Lecture, Tutorial, Independent Film Viewing	
Recess				
10	7 Oct	Vietnam: the First Televised War: Did television cost America the war?	Lecture, Tutorial	Journal: Sunday 13 October, 11.59pm
11	14 Oct	Antiwar or pro-war?: <i>Apocalypse Now</i> (Click View)	Lecture, Tutorial, Independent Film Viewing	
12	21 Oct	The "War on Terror", the CIA, and Hollywood: <i>Zero Dark Thirty</i> (Click View)	Lecture, Tutorial, Independent Film Viewing	Journal: Sunday 27 October, 11.59pm
13	28 Oct		No Classes	Journal: Sunday 3 November, 11.59pm Research essay: Friday 1 November, 11.59pm
Exams				
Exams				

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	Due on the Sunday following film discussion (students should submit up to four entries by the dates below and the best three will be counted): <ul style="list-style-type: none"> • week 4 (Sunday 18 August, 11.59pm) • week 6 (Sunday 8 September, 11.59pm) • week 8 (Sunday 22 September, 11.59pm) • week 10 (Sunday 13 October, 11.59pm) • week 12 (Sunday 27 October, 11.59pm) • week 13 (Sunday 3 November, 11.59pm) 	Individual	30% (3x10%)	1, 2, 3
2	Oral contribution	During tutorial contact hours (1 hour per week for 12 weeks starting Week 1), and/or prior to class for postings on discussion board.	Individual	10%	1, 2, 3
3	Essay proposal	End of Week 6: Friday 6 September, 11.59pm	Individual	20%	1, 2, 3, 4
4	Research essay	End of Week 13: Friday 1 November, 11.59pm	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

Assessment Type Description

Journal

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? How?
2. Are there any aspects of the film that are controversial? Why are they controversial?
3. Are there any underlying political messages in the film? What are they and are they effective?
4. How does the film compare and/or contrast with companion historical films? (See weekly info for additional guidance)

The specific questions provided below may also be helpful in guiding your responses:

- 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?

* Make reference to secondary sources where necessary: use parenthetical referencing if you use quotes or draw secondary sources in your responses – make it clear you are referencing a particular author.

* Please use complete sentences (no dot points) and structure your responses using proper paragraphing including topic sentences.

Weighting

30% (3x10%)

Length

1,500 words (3x500 words)

Due Date

Due on the Sunday following film discussion:

- week 4 (Sunday 18 August, 11.59pm)
- week 6 (Sunday 8 September, 11.59pm)
- week 8 (Sunday 22 September, 11.59pm)
- week 10 (Sunday 13 October, 11.59pm)
- week 12 (Sunday 27 October, 11.59pm)
- week 13 (Sunday 3 November, 11.59pm)

Submission Method

Online

Assessment Criteria

Online

Return Method

Online

Feedback Provided

Online 2 weeks after submission.

Opportunity to

Students will not be given the opportunity to reattempt this assessment.

Reattempt

Assessment 2 - Oral contribution

Assessment Type

Tutorial / Laboratory Exercises

Description

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.

Weighting

10%

Length

1 hour per week for 12 weeks starting Week 1; or discussion board contributions (100 words +/- 10%). See assessment criteria below.

Due Date

During tutorial contact hours (1 hour per week for 12 weeks starting Week 1), or 24 hours prior to class for postings on discussion board.

Submission Method

In class and/or online.

Assessment Criteria

Assessment of your tutorial participation will be based on several key factors:

- 1) Regular and consistent contributions to the class discussion as well as active listening
- 2) Contributions that reflect knowledge of the set readings
- 3) Contributions that reflect independent, thoughtful and critical insight and that draw connections to the broader themes/issues of the course
- 4) Effectiveness of communication (e.g. facilitating conversation but not dominating it)

There is also a discussion board for students who prefer to share their ideas in an online forum – these must be submitted 24 hours before the tutorial begins so everyone can benefit from their contribution.

Return Method

N/A

Feedback Provided

Available on Canvas

Opportunity to

Students will not be given the opportunity to reattempt this assessment.

Reattempt

Assessment 3 - Essay proposal

Assessment Type	Proposal / Plan
Description	<p>The purpose of the Essay Proposal is designed to help you prepare for your Research essay. Feedback on this assignment will help with your essay. Use a report format based on the headings below to structure your content. Please address all of the following:</p> <ol style="list-style-type: none">Essay topic.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.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. Sources should be scholarly, relevant, reliable, and recent. Provide full bibliographic details in alphabetical order. See the History Chicago Essay and Referencing Guidelines on Canvas.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 Body: should address how your essay will use relevant evidence and examples to produce a coherent answer to the essay question. 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.)What still needs to be done? What would you have done differently? 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	1,000 words
Due Date	End of Week 6: Friday 6 September, 11.59pm
Submission Method	Online
Assessment Criteria	Please see the rubric on the course Canvas site.
Return Method	Online
Feedback Provided	Online 2 weeks after submission
Opportunity to Reattempt	Students will not be given the opportunity to reattempt this assessment.

Assessment 4 - Research essay

Assessment Type	Essay
Description	<p>For this assessment you are required to:</p> <ol style="list-style-type: none">Select ONE question from the list of topics available on the course site. You should consult a MINIMUM OF eight texts. This includes primary material (e.g. documents) and secondary sources.Answer the question in essay format: The essay must include an introduction, body paragraphs and a conclusion. There should be no headings or dot points.Reference your essay: The essay must be properly referenced, i.e. you need to acknowledge where you found your evidence. You must provide a full bibliography and appropriate references in the Chicago 17 (footnote) style. Please consult the referencing guide available on the course site for more information on referencing.Format your essay: as specified on Canvas.
Weighting	40%
Length	2,000 words including footnotes, but not bibliography
Due Date	End of Week 13: Friday 1 November, 11.59pm
Submission Method	Online
Assessment Criteria	Please see the rubric on the course Canvas site.
Return Method	Online

Feedback Provided	Online 2 weeks after submission
Opportunity to Reattempt	Students will not be given the opportunity to reattempt this assessment.

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.

*Skills are those identified for the purposes of assessment task(s).

Communication Methods

Communication methods used in this course include:

- 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

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.

Learning Analytics

The University uses an evidence-based approach to enhancing student learning and delivering support. Our careful analysis of data through learning analytics informs decision making processes related to student learning, academic outcomes, and support services. Learning analytics may be used to identify targeted individual opportunities for additional support services or interventions.

Oral Interviews (Vivas)

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](#).

Academic Integrity

All students are required to meet the academic integrity standards of the University.

**and Ethical Academic
Conduct Policy**

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.

Please refer to the [Academic Integrity and Ethical Academic Conduct Policy](#)

**Adverse
Circumstances**

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:

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.

Before applying you must refer to the [Adverse Circumstance Affecting Assessment Items Procedure](#).

**Use of generative
artificial intelligence in
course assessments**

It is critical that any work submitted for assessment is your own original work. Before using generative AI tools (such as ChatGPT, Perplexity, Microsoft Copilot, etc) in any assessable work you must ensure that such use is in line with the requirements for the course and expectations of your Course Coordinator

Misuse of AI tools may be considered a breach of the [University's Student Conduct Rule](#) and could result in disciplinary action.

Artificial Intelligence detection software may be used to review any work you submit. If you have used AI in any way other than has been expressly permitted by your course coordinator, you may be engaging in academic misconduct and be subject to penalties.

For information, refer to:

- [Generative AI Tools](#)
- [Academic Integrity](#)

**Important Policy
Information**

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/respect-at-uni/policies-and-procedures> that support a safe and respectful environment at the University

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.

© 2024 The University of Newcastle, Australia