



MHIS700

Archives: Sources and Silences

S1 Day 2015

Dept of Modern History, Politics & International Relations

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General Information

Unit convenor and teaching staff

Convenor

Nicholas Baker

nicholas.baker@mq.edu.au

W6A 412

Wednesday and Thursday 2-3 pm

Credit points

4

Prerequisites

Admission to MRes

Corequisites

Co-badged status

Unit description

Archival research is understood to be the foundation of the practice of professional historical inquiry. These various historical artefacts are considered our window onto past lives, experiences and processes. As any historian will admit, however, archives are always partial, incomplete and imperfect. So too, the processes by which certain kinds of knowledge is retained and other kinds of knowledge discarded, dismissed or concealed reveals the inherently politicized character of archival collection. This unit will critically and historically consider the relationship between the historian, archives and the past. How and when did modern “archives” emerge? What was their purpose? What are the implications for historical authority if we admit that the foundation of our disciplinary practice is always incomplete and partial? What new archives have emerged in late modernity? Is the internet one huge and unruly archive?

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

Demonstrate coherent and advanced knowledge of some of history’s principles, methods, and concepts

Demonstrate skills in reviewing, analysing, and synthesizing documentary evidence

Demonstrate initiative and judgment in historical scholarship.

Identify and reflect critically upon the knowledge and skills developed in the student's own study of history.

Demonstrate written and verbal communication skills to present a clear and coherent exposition of historical knowledge

Reflect critically on the relationship between archival discovery and historical knowledge.

Assessment Tasks

Name	Weighting	Due
Seminar Participation	20%	Assessed weekly
Reading Archives	20%	26 March 2015
Reflective Essay	60%	15 June 2015

Seminar Participation

Due: **Assessed weekly**

Weighting: **20%**

Students will be assessed for preparedness and contributions to discussion.

Students will also be required to lead the seminar discussion at least once during the semester (depending on final enrolment numbers). Students will choose the week/s they will lead in the first seminar. The seminar leader will need to provide a set of questions for the required readings, in advance, and initiate and facilitate the discussion of these questions in class.

On successful completion you will be able to:

- Demonstrate coherent and advanced knowledge of some of history's principles, methods, and concepts
- Identify and reflect critically upon the knowledge and skills developed in the student's own study of history.
- Demonstrate written and verbal communication skills to present a clear and coherent exposition of historical knowledge
- Reflect critically on the relationship between archival discovery and historical knowledge.

Reading Archives

Due: **26 March 2015**

Weighting: **20%**

Students must complete a preliminary analysis of one piece of self-located historical evidence.

Students are free to choose any type of evidence (eg. a document, an object, a piece of art, etc). The analysis must include:

- A close reading of the historical significance of the evidence
- A clear exposition of the relevant historical context
- An engagement with some relevant historiography
- A proposal for a reading method for further research

On successful completion you will be able to:

- Demonstrate coherent and advanced knowledge of some of history's principles, methods, and concepts
- Demonstrate skills in reviewing, analysing, and synthesizing documentary evidence
- Demonstrate initiative and judgment in historical scholarship.
- Demonstrate written and verbal communication skills to present a clear and coherent exposition of historical knowledge

Reflective Essay

Due: **15 June 2015**

Weighting: **60%**

By the end of Week 7, each student must submit a chapter or an article by an historian that reflects either on documentary research in a theoretical, practical, or methodological manner or on the construction and nature of archives. Please supply PDF version of the article or chapter to the unit convenor by 24 April. These will be made available on iLearn.

Students must then write a critically reflective essay that uses at least four (4) of these articles to frame and/or guide an essay that engages with at least six (6) weekly topics. Students should devise their own essay question and have complete free rein in doing so.

On successful completion you will be able to:

- Demonstrate coherent and advanced knowledge of some of history's principles, methods, and concepts
- Demonstrate initiative and judgment in historical scholarship.
- Identify and reflect critically upon the knowledge and skills developed in the student's own study of history.
- Demonstrate written and verbal communication skills to present a clear and coherent exposition of historical knowledge
- Reflect critically on the relationship between archival discovery and historical knowledge.

Delivery and Resources

Two-hour weekly seminar: consult the [MQ Timetable](#) for details.

A unit reader containing the required readings for the course will be available for purchase in the Co-Op Bookshop. Students are expected to own a copy of this reader. One copy will also be available on Reserve in the MQ Library.

Unit Schedule

Week 1 Introduction

Week 2 The Enlightenment: History and Reflections on the Archival Method

Week 3 Statistics

Week 4 The Will the State

Week 5 Court Cases and Everyday Life

Week 6 Institutional Records and Voices of the Poor

Week 7 Reading Week

Week 8 Eyewitness Accounts

Week 9 Diaries

Week 10 Letters

Week 11 Art and Visual Culture

Week 12 Film and Popular Culture

Week 13 Conclusions

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of

Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit <ask.mq.edu.au>.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (<mq.edu.au/learningskills>) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at <ask.mq.edu.au>

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their

professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- Demonstrate initiative and judgment in historical scholarship.
- Reflect critically on the relationship between archival discovery and historical knowledge.

Assessment tasks

- Seminar Participation
- Reading Archives
- Reflective Essay

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- Demonstrate coherent and advanced knowledge of some of history's principles, methods, and concepts
- Demonstrate skills in reviewing, analysing, and synthesizing documentary evidence
- Demonstrate initiative and judgment in historical scholarship.
- Identify and reflect critically upon the knowledge and skills developed in the student's own study of history.
- Demonstrate written and verbal communication skills to present a clear and coherent exposition of historical knowledge
- Reflect critically on the relationship between archival discovery and historical knowledge.

Assessment tasks

- Reading Archives
- Reflective Essay

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- Demonstrate skills in reviewing, analysing, and synthesizing documentary evidence
- Identify and reflect critically upon the knowledge and skills developed in the student's own study of history.
- Reflect critically on the relationship between archival discovery and historical knowledge.

Assessment tasks

- Seminar Participation
- Reading Archives
- Reflective Essay

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcome

- Demonstrate initiative and judgment in historical scholarship.

Assessment tasks

- Reading Archives
- Reflective Essay

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

- Demonstrate skills in reviewing, analysing, and synthesizing documentary evidence
- Demonstrate written and verbal communication skills to present a clear and coherent exposition of historical knowledge

Assessment tasks

- Seminar Participation
- Reflective Essay

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes

- Identify and reflect critically upon the knowledge and skills developed in the student's own study of history.
- Reflect critically on the relationship between archival discovery and historical knowledge.

Assessment task

- Seminar Participation