



MHIS748

Introduction to Modern Historiography

S1 Day 2016

Dept of Modern History, Politics & International Relations

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General Information

Unit convenor and teaching staff Clare Monagle clare.monagle@mq.edu.au
Credit points 4
Prerequisites Admission to MRes
Corequisites
Co-badged status
Unit description An introduction to views of the nature, origins, limits and purpose of historical knowledge since the beginning of the nineteenth century. Topics explored include: changing understandings of subject matter and evidence, empiricism, objectivity and truth, biography, Marxism, gender, postcolonialism, postmodernism, and universal histories.

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:

Throughout this unit students will: 1) be introduced to key historians and theorists of history from 1850-the present 2) develop a coherent narrative on major intellectual trends in the humanities in the post-war era, including, but not exclusive to, the annales school, feminist theory, post-structuralism, queer theory, subaltern studies, and, radical history 3) will identify the historiographical frameworks most pertinent for their own area of study, and consider their own scholarly location within that frame 4) learn to locate historiographical ideas within a text, even when not made explicit 5) write a review of a key book in their field, following the conventions of a book review in a journal 6) develop a long

Assessment Tasks

Name	Weighting	Due
<u>Book Review</u>	30%	8/4/2016
<u>Historiographical Essay</u>	60%	13/06/2016
<u>Class Participation</u>	10%	Throughout semester

Book Review

Due: **8/4/2016**

Weighting: **30%**

Students are asked to choose an important book in their field, and one that they plan to use in future research. Their task is to review the book, following the generic conventions of book review sections of journals in history. A good review should do a number of things. The reviewer should provide a pithy summary of both the content of the book, as well as its general argument. The review should evaluate the claims made by the author for the book, against the work the author does in the book. Finally, a reviewer should frame the contribution of this book within the field, articulating the intervention of the book among other relevant works.

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Historiographical Essay

Due: **13/06/2016**

Weighting: **60%**

Students are asked to write an essay that considers core historiographical shifts in their field of study, as they define them For example, a student focused on medieval history might consider the turn to the body made in the 1980s and 1990s to be a crucial development, and so would write an essay explaining this shift, and its implications for the field. Someone focused on the history of human rights might like to map to recent shift towards locating universalist human

rights language in the particular historical contexts that produced it. A student interested in feminist history could explain the intellectual foundations of the move from 'women's' history to 'gender' history. The object of this essay is to enable students to survey their area of interest historically in a broad sense, while also honing in on a moment in the field that was transformative. We will spend time in class preparing this exercise, so students need not worry if they aren't sure of what they want to cover at the start of semester.

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Class Participation

Due: **Throughout semester**

Weighting: **10%**

As this is a small seminar class, it succeeds and fails on the basis of a) the reading done by students before class, and, b) students preparedness to engage in the class. Students will not be assessed, in this assessment task on the 'quality' of their responses. Rather, students will be awarded high marks for participation when they display strong evidence of preparation, as well as a capacity to engage in the class. Please note, class engagement is not only defined as talking in class, but it is also a measure of a student's capacity to listen to their colleagues with generosity.

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Delivery and Resources

The classes will be delivered through face-to-face teachings. Readings will be precirculated by Clare Monagle, or will be available through the library website.

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

New Assessment Policy in effect from Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy_2016.html. For more information visit http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

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

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.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://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

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

Graduate Capabilities

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 outcome

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Assessment tasks

- Book Review
- Historiographical Essay
- Class Participation

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.

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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:

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history from 1850-the present 2) develop a coherent narrative on major intellectual trends in the humanities in the post-war era, including, but not exclusive to, the annales school, feminist theory, post-structuralism, queer theory, subaltern studies, and, radical history 3) will identify the historiographical frameworks most pertinent for their own area of study, and consider their own scholarly location within that frame 4) learn to locate historiographical ideas within a text, even when not made explicit 5) write a review of a key book in their field, following the conventions of a book review in a journal 6) develop a long

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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:

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