



# MHIS700

## Archives: Sources and Silences

S2 Day 2016

*Dept of Modern History, Politics & International Relations*

### Contents

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<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	5
<u>Unit Schedule</u>	5
<u>Policies and Procedures</u>	5
<u>Graduate Capabilities</u>	7

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Convenor

Nicholas Baker

[nicholas.baker@mq.edu.au](mailto:nicholas.baker@mq.edu.au)

W6A 412

Tuesday 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 historians' use of archival

evidence and argumentation

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
<a href="#">Reflective Journal</a>	20%	On-going; 7/11/16
<a href="#">Reading Archives</a>	30%	5/9/16
<a href="#">Reflective Essay</a>	50%	11/11/16

### Reflective Journal

Due: **On-going; 7/11/16**

Weighting: **20%**

This unit has a online blog--open to and visible to all students enrolled in the unit--on which students will maintain an individual journal. Students need to make five (5) posts over the course of the semester. Each post needs to be 200-300 words in length. A post needs to be made after the seminar has met and should reflect on the week's theme, the connections between the theme and the readings, and should include any insights gained from class discussions and any questions or problems that still remain.

Students will also be required to lead the seminar discussion once during the semester. Students will choose the week/s they will lead in the first seminar. The seminar leader will frame the conversation of the readings for the seminar group and facilitate the discussion, together with Dr Baker. Students may not blog about the week they lead the discussion.

The final blog post must be made no later than Monday 7 November; posts made after this date will not be considered for grading.

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: **5/9/16**

Weighting: **30%**

Students must complete a 1,500-2,000-word 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 piece of evidence
- A clear exposition of the relevant historical context
- An engagement with some relevant historiography
- An analysis of the reading method for further research using this type of evidence and the archive (or archives) that house it.

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 historians' use of archival evidence and argumentation
- 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: **11/11/16**

Weighting: **50%**

Students will write a critically reflective 3,000-3,500-word essay that engages with at least six (6) weekly topics. Students should devise their own essay question relating to the unit theme of archive and the problems of archival research, 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](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](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/](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](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](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/](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](http://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](http://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](http://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/](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 - 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

- Reflective Journal
- 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 historians' use of archival evidence and argumentation
- 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 historians' use of archival evidence and argumentation
- 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

- Reflective Journal
- 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 historians' use of archival evidence and argumentation
- Demonstrate written and verbal communication skills to present a clear and coherent exposition of historical knowledge

### Assessment tasks

- Reflective Journal
- 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

- Reflective Journal