MHIX221
The Age of Revolution: Europe from the Reign of Terror to the First World War
S1 OUA 2017

Dept of Modern History, Politics & International Relations

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Disclaimer
Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.
## General Information

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**Prerequisites**

**Corequisites**

**Co-badged status**

**Unit description**  
Following on from HST150, this unit charts Europe's path from 1789 through to the early years of the twentieth century. It traces the emergence of the key economic, political, intellectual and social forms that characterise Western modernity, providing ideal background for teaching the Year 9 component of the National Curriculum, The Making of the Modern World. Topics explored in this unit include enlightenment rationality, left-right politics, bourgeois society, industrial capitalism, class formation, liberalism, socialism, feminism, nationalism and secular science. The unit ends on the eve of WWI when new ideas such as psychology, relativity and nihilism threatened to undermine all that had been consolidated in the preceding century. Students wishing to follow this journey further can do so in HST310. All enrolment queries should be directed to Open Universities Australia (OUA): see [www.open.edu.au](http://www.open.edu.au).

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at [https://www.open.edu.au/student-admin-and-support/key-dates/](https://www.open.edu.au/student-admin-and-support/key-dates/)

## Learning Outcomes

1. Understand and explain some chief threads of European history from 1789 to 1914  
2. Understand and explain the relationship of Europe to the rest of the world through the long nineteenth century
3. Produce written work on multiple aspects of European history based on primary and secondary sources
4. Construct persuasive historical arguments through cogent writing with appropriate references
5. Engage with staff and students in classroom discussions and present ideas and opinions orally and respectfully

**Assessment Tasks**

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
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<tbody>
<tr>
<td>Short Essay</td>
<td>20%</td>
<td>Monday Week 5 11:59pm</td>
</tr>
<tr>
<td>Research Essay</td>
<td>40%</td>
<td>Monday Week 11 at 11.59pm</td>
</tr>
<tr>
<td>Unit Review Exam</td>
<td>20%</td>
<td>Friday week 13 11.59pm</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
<td>Weeks 1-13</td>
</tr>
<tr>
<td>Quiz</td>
<td>10%</td>
<td>Weeks 2-12</td>
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</table>

**Short Essay**

Due: **Monday Week 5 11:59pm**
Weighting: **20%**

Short Essay (involves comparative analysis of one given primary source and one self-located primary source from a suggested database; analysis should utilise at least *three* secondary sources; emphasis is on document analysis). Answer one of the five questions provided, in 1200 words. The ‘further reading’ lists in the Unit Guide will be the best place to start your research.

Refer to the history essay-writing guides under the Assessment tab for information about argumentation, formatting, and citation style. You must build a strong argument through every paragraph. You must present your essay with a *title, wide margins, page numbers, and double-spaced*. You must cite your references correctly and provide a bibliography at the end, starting on a new page.

This Assessment Task relates to the following Learning Outcomes:

- Understand and explain some chief threads of European history from 1789 to 1914
- Understand and explain the relationship of Europe to the rest of the world through the long nineteenth century
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Research Essay
Due: Monday Week 11 at 11.59pm
Weighting: 40%

The aim of this task is to assess your ability to produce an extended discussion in written form (2500 words) in response to a specific question. The questions are listed in the assessment section of the course website. We expect you to write your essay using the sources supplied with the questions, but we also expect you to do your own primary and secondary research. Your essay must be fully referenced in line with the ‘Referencing Essays in Modern History’. Marks will be deducted in the major essay for inadequate or incorrect referencing.

This Assessment Task relates to the following Learning Outcomes:
• Understand and explain some chief threads of European history from 1789 to 1914
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Unit Review Exam
Due: Friday week 13 11.59pm
Weighting: 20%

The non-invigilated take-home exam requires students to select three (3) questions (from a selection of nine) that relate to broad aspects of the course content. The main purpose of this assessment task is to test your ability to produce a brief but clear and logical argument that is supported by evidence. The total word length for the exam is 1500 words. For this task, you need not consult any readings beyond those listed as required or recommended. The essays must, however, be fully documented in the appropriate forms, with footnotes and a bibliography.

This Assessment Task relates to the following Learning Outcomes:
• Understand and explain some chief threads of European history from 1789 to 1914
• Understand and explain the relationship of Europe to the rest of the world through the long nineteenth century
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• Construct persuasive historical arguments through cogent writing with appropriate references

Participation

Due: **Weeks 1-13**
Weighting: **10%**

The online discussion task, undertaken through the MHIX221 Online Website, tests your ability to communicate ideas, your appreciation and comprehension of the themes and concepts discussed in the course, your ability to critically assess and evaluate the arguments of others, and your ability to clearly articulate your thoughts. It is also a task that monitors your progress across the unit topics. You are expected to participate in weekly discussions and make postings within the time frame of each discussion topic. These begin on Monday of the discussion week and run through to the following Sunday. You will be assessed on the quality of your responses, the frequency of your posts and your engagement with other students. A professional and courteous approach towards staff and fellow students is expected at all times.

This Assessment Task relates to the following Learning Outcomes:

• Understand and explain some chief threads of European history from 1789 to 1914
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Quiz

Due: **Weeks 2-12**
Weighting: **10%**

Quizzes will run each week from 2-12 (excluding week 8 which will be dedicated to essay-writing). They will consist of 2 multiple choice questions related to key ideas and events drawn from the week’s topic and texts. It is therefore important to do the readings and listen to the lectures before attempting the quiz. You will have 5 minutes to select your answers and only 1 attempt is permitted. Quizzes are available from Monday until Sunday (11:59) of each given week. The correct answers will be released after each quiz has closed.

This Assessment Task relates to the following Learning Outcomes:

• Understand and explain some chief threads of European history from 1789 to 1914
Understand and explain the relationship of Europe to the rest of the world through the long nineteenth century

**Delivery and Resources**

The delivery of this unit is online through iLearn

**Unit Readings**

**TEXTBOOK**


*We have made some early chapters available through this website with hyperlinks to our library e-reserve system, however we are restricted by copyright against making any more available so it is important that you get a copy of the textbook A.S.A.P.*

Other weekly readings are supplied through hyperlinks in the weekly content.

Additional suggested reading (useful for getting started on your research project for your own interest and enjoyment) are also provided in the weekly content.

The essential (excluding the textbook) and some additional readings have been made available through MQ library’s iSearch listed under unit readings. A link to these resources can be found at the top of the unit webpage.

**Unit Schedule**

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<thead>
<tr>
<th>Week 1</th>
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<tr>
<td><strong>INTRODUCTION</strong></td>
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<tr>
<th>Week 2</th>
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<tr>
<td><strong>Ancien Régimes</strong></td>
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<th>Week 3</th>
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<tr>
<td><strong>The French Revoltuion</strong></td>
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<th>Week 4</th>
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<tr>
<td><strong>Industrialisation</strong></td>
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<tr>
<td>Week 5</td>
<td>BOURGEOIS LIFE</td>
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<tr>
<td>Week 6</td>
<td>CLASS</td>
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<tr>
<td>Week 7</td>
<td>RELIGION &amp; SCIENCE</td>
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<td>Week 8</td>
<td>READING WEEK</td>
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<td>Week 9</td>
<td>EUROPE AT MID-CENTURY</td>
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<td>Week 10</td>
<td>THE WOMAN QUESTION</td>
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<td>Week 11</td>
<td>NATIONALISM</td>
</tr>
<tr>
<td>Week 12</td>
<td>IMPERIALISM</td>
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Learning and Teaching Activities

Essay Writing
Short Essay; Research Essay; Unit Review Exam.

Participation
Online weekly discussion

Quiz
Weeks 2-12: multiple Choice

Policies and Procedures

Late Submission
Unless otherwise stated, late submission of written work will result in a deduction of 10% of the mark awarded for each week or part of a week beyond the due date, or date to which an extension has been granted.

Extension Request

The University recognises that students may experience disruptions that adversely affect their academic performance in assessment activities.

The disruption to studies policy (http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) applies only to serious and unavoidable disruptions that arise after a study period has commenced.

Serious and unavoidable disruption
The University classifies a disruption as serious and unavoidable if it:

• could not have reasonably been anticipated, avoided or guarded against by the student; and
• was beyond the student's control; and
• caused substantial disruption to the student's capacity for effective study and/or completion of required work; and
• occurred during an event critical study period and was at least three (3) consecutive days duration, and/or
• prevented completion of a final examination.

If you feel that you've been impacted by a serious and unavoidable disruption to study situation, submit an application as follows:

1. Visit Ask MQ (https://ask.mq.edu.au) and use your OneID to log in via 'Current student domestic and international'
2. Under 'Forms' select 'disruptions' and fill in your relevant details.
3. Attach supporting documents by clicking 'Add a reply', click 'browse' and navigating to the files you want to attach, then click 'submit form' to send your notification and supporting documents
4. Please keep copies of your original documents, as they may be requested in the future as part of the assessment process

Review

Once your submission is assessed, recommendations are sent to your unit convenor to ensure an appropriate solution for affected assessment(s) is organised.

OUA Specific Policies and Procedures

OUA Special Circumstances Process

Special Circumstances refers to late withdrawal from a unit and your request to have your circumstances taken into account for a possible refund of fees and removal of a "fail" result.

Applications for Special Circumstances are to be submitted to Open Universities Australia directly:


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


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.

### Student Support

Macquarie University provides a range of support services for students. For details, visit [http://students.mq.edu.au/support/](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 Enquiry Service

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

### Equity 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.

### 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/).
Graduate Capabilities

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

**Learning outcomes**

- Understand and explain some chief threads of European history from 1789 to 1914
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- Construct persuasive historical arguments through cogent writing with appropriate references
- Engage with staff and students in classroom discussions and present ideas and opinions orally and respectfully

**Assessment tasks**

- Short Essay
- Research Essay
- Unit Review Exam
- Participation
- Quiz

**Learning and teaching activities**

- Short Essay; Research Essay; Unit Review Exam.
- Online weekly discussion

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess,
write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

**Learning outcomes**

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- Understand and explain the relationship of Europe to the rest of the world through the long nineteenth century
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**Assessment tasks**

- Short Essay
- Research Essay
- Unit Review Exam
- Participation

**Learning and teaching activities**

- Short Essay; Research Essay; Unit Review Exam.
- Online weekly discussion

**Capable of Professional and Personal Judgement and Initiative**

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

**Learning outcomes**

- Understand and explain some chief threads of European history from 1789 to 1914
- Understand and explain the relationship of Europe to the rest of the world through the long nineteenth century
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• Construct persuasive historical arguments through cogent writing with appropriate references
• Engage with staff and students in classroom discussions and present ideas and opinions orally and respectfully

Assessment tasks
• Short Essay
• Research Essay
• Unit Review Exam
• Participation

Learning and teaching activities
• Short Essay; Research Essay; Unit Review Exam.
• Online weekly discussion

Discipline Specific Knowledge and Skills
Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes
• Understand and explain some chief threads of European history from 1789 to 1914
• Understand and explain the relationship of Europe to the rest of the world through the long nineteenth century
• Produce written work on multiple aspects of European history based on primary and secondary sources
• Construct persuasive historical arguments through cogent writing with appropriate references
• Engage with staff and students in classroom discussions and present ideas and opinions orally and respectfully

Assessment tasks
• Short Essay
• Research Essay
Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

• Understand and explain some chief threads of European history from 1789 to 1914
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• Engage with staff and students in classroom discussions and present ideas and opinions orally and respectfully

Assessment tasks

• Short Essay
• Research Essay
• Unit Review Exam
• Participation
• Quiz

Learning and teaching activities

• Short Essay; Research Essay; Unit Review Exam.
• Online weekly discussion
Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Understand and explain some chief threads of European history from 1789 to 1914
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- Construct persuasive historical arguments through cogent writing with appropriate references

Assessment tasks

- Short Essay
- Research Essay
- Unit Review Exam
- Participation

Learning and teaching activities

- Short Essay; Research Essay; Unit Review Exam.
- Online weekly discussion

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation’s historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- Understand and explain the relationship of Europe to the rest of the world through the long nineteenth century
**Unit guide** MHIX221 The Age of Revolution: Europe from the Reign of Terror to the First World War

- Produce written work on multiple aspects of European history based on primary and secondary sources
- Construct persuasive historical arguments through cogent writing with appropriate references

**Assessment tasks**

- Research Essay
- Unit Review Exam
- Participation

**Learning and teaching activities**

- Short Essay; Research Essay; Unit Review Exam.

**Socially and Environmentally Active and Responsible**

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

**Learning outcomes**

- Produce written work on multiple aspects of European history based on primary and secondary sources
- Construct persuasive historical arguments through cogent writing with appropriate references

**Assessment task**

- Participation

**Learning and teaching activity**

- Short Essay; Research Essay; Unit Review Exam.
- Online weekly discussion

**Commitment to Continuous Learning**

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:
Learning outcomes

• Produce written work on multiple aspects of European history based on primary and secondary sources
• Construct persuasive historical arguments through cogent writing with appropriate references
• Engage with staff and students in classroom discussions and present ideas and opinions orally and respectfully

Assessment tasks

• Research Essay
• Unit Review Exam
• Participation

Learning and teaching activities

• Short Essay; Research Essay; Unit Review Exam.

Changes from Previous Offering

There are no changes to this offering

Changes since First Published

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<tr>
<th>Date</th>
<th>Description</th>
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<tbody>
<tr>
<td>16/02/2017</td>
<td>update staff member and assignment dates</td>
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