MHIX109
The Making of Australia
S1 OUA 2017

Dept of Modern History, Politics & International Relations

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General Information

Unit convenor and teaching staff
Matthew Bailey
matthew.bailey@mq.edu.au

Prerequisites

Corequisites

Co-badged status

Unit description
Only by understanding the past can we understand today’s politics, culture and social environment. The Making of Australia examines two-hundred years of Australian history from colonisation to the present. It considers the ways that Australian experience has been shaped by the land, economic forces and cultural identity. The unit begins with the early European response to the land they explored and settled, and to the Indigenous population. From here we take a journey through convictism to the discovery of gold and the push to federation. In the twentieth century we look at Australians in war, Indigenous relations, immigration, sport, religion and the recent political debates over versions of our history. Students completing this unit will leave with a sound understanding of the major forces that have shaped Australia’s history; a knowledge of the key events in this history; an ability to locate and interpret historical sources; and an opportunity to reflect upon the way the present has been shaped by the past. The Making of Australia is invaluable to anyone wishing to teach history, develop historical skills or expand their knowledge of Australia’s past. All enrolment queries should be directed to Open Universities Australia (OUA): see 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/

Learning Outcomes

1. Identify the main changes and continuities in Australian society since 1788.
2. Explain the dominant social relations and ideologies since white settlement.
3. Analyse different kinds of historical evidence, including visual and textual sources.
4. Interpret historical information, including self-located scholarly research materials.
5. Investigate socially complex issues offering creative and innovative resolutions in scholarly written formats.
6. Engage with staff and other students in critical, open, and evidence-based classroom/online discussion.

7. Construct research into clear, specific, historical arguments presented in grammatically correct writing with appropriate references.

## Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Essay</td>
<td>20%</td>
<td>Friday Week 4</td>
</tr>
<tr>
<td>Major Essay</td>
<td>40%</td>
<td>Friday Week 9</td>
</tr>
<tr>
<td>Exam</td>
<td>20%</td>
<td>Friday Week 13</td>
</tr>
<tr>
<td>Online participation</td>
<td>20%</td>
<td>Weekly</td>
</tr>
</tbody>
</table>

### Short Essay

**Due:** Friday Week 4  
**Weighting:** 20%

This task assesses your ability to construct a short written response (1000 words) to a supplied question, based on analysis of both primary and secondary sources, which will be supplied. Your essay must be fully referenced, including footnotes and a bibliography – see the referencing guidelines on the unit website for instructions.

This Assessment Task relates to the following Learning Outcomes:

- Identify the main changes and continuities in Australian society since 1788.
- Explain the dominant social relations and ideologies since white settlement.
- Analyse different kinds of historical evidence, including visual and textual sources.
- Interpret historical information, including self-located scholarly research materials.
- Investigate socially complex issues offering creative and innovative resolutions in scholarly written formats.
- Engage with staff and other students in critical, open, and evidence-based classroom/online discussion.
- Construct research into clear, specific, historical arguments presented in grammatically correct writing with appropriate references.

### Major Essay

**Due:** Friday Week 9  
**Weighting:** 40%

http://unitguides.mq.edu.au/unit_offerings/79821/unit_guide/print
The aim of this task is to assess your ability to produce an extended discussion in written form (2000 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 research and use some self-located sources. You should write clearly and cogently. Your essay should be fully referenced in line with the unit’s referencing guidelines. Marks will be deducted in the major essay for inadequate or incorrect referencing.

This Assessment Task relates to the following Learning Outcomes:

- Identify the main changes and continuities in Australian society since 1788.
- Explain the dominant social relations and ideologies since white settlement.
- Analyse different kinds of historical evidence, including visual and textual sources.
- Interpret historical information, including self-located scholarly research materials.
- Investigate socially complex issues offering creative and innovative resolutions in scholarly written formats.
- Engage with staff and other students in critical, open, and evidence-based classroom/online discussion.
- Construct research into clear, specific, historical arguments presented in grammatically correct writing with appropriate references.

Exam

Due: **Friday Week 13**

Weighting: **20%**

The non-invigilated take-home exam requires students to select two questions (from a selection of six) 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 (1000 words per essay) but clear and logical argument that is supported by evidence. 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:

- Identify the main changes and continuities in Australian society since 1788.
- Explain the dominant social relations and ideologies since white settlement.
- Analyse different kinds of historical evidence, including visual and textual sources.
- Interpret historical information, including self-located scholarly research materials.
- Investigate socially complex issues offering creative and innovative resolutions in scholarly written formats.
Online participation

Due: Weekly
Weighting: 20%

The online discussion task, undertaken through the HST110 unit 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 do the weekly readings, 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 should look to answer at least two of the set questions each week, as well as engaging with the posts of other students. Each individual post should be kept to a maximum of 100 words. A professional and courteous approach towards staff and fellow students is expected at all times.

This Assessment Task relates to the following Learning Outcomes:

• Identify the main changes and continuities in Australian society since 1788.
• Explain the dominant social relations and ideologies since white settlement.
• Analyse different kinds of historical evidence, including visual and textual sources.
• Interpret historical information, including self-located scholarly reearch materials.
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• Engage with staff and other students in critical, open, and evidence - based classroom/online discussion.
• Construct research into clear, specific, historical arguments presented in grammatically correct writing with appropriate references.

Delivery and Resources

All delivery and essential resources are located online. Students may choose to do further offline research for their major essay.

Unit Schedule
### 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.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Introduction</th>
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<tbody>
<tr>
<td>Week 2</td>
<td>Imagining Australia</td>
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<td>Week 3</td>
<td>Legends of the Land</td>
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<td>Week 4</td>
<td>Essay Writing</td>
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<td>Week 5</td>
<td>Online Research</td>
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<td>Week 6</td>
<td>Making a Commonwealth</td>
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<td>Week 7</td>
<td>Less Than Citizens</td>
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<td>Week 8</td>
<td>Working</td>
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<td>Week 9</td>
<td>Culture and Playing</td>
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<td>Week 10</td>
<td>Praying</td>
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<td>Week 11</td>
<td>Duty and Dissent</td>
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<td>Week 12</td>
<td>Reinventing the Nation</td>
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<tr>
<td>Week 13</td>
<td>Overview and Exam</td>
</tr>
</tbody>
</table>
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:


In addition, a number of other policies can be found in the [Learning and Teaching Category](http://www.mq.edu.au/policy/docs/) 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/](http://students.mq.edu.au/support/)
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

• Identify the main changes and continuities in Australian society since 1788.
• Explain the dominant social relations and ideologies since white settlement.
• Analyse different kinds of historical evidence, including visual and textual sources.
• Interpret historical information, including self-located scholarly research materials.
• Investigate socially complex issues offering creative and innovative resolutions in scholarly written formats.
Engage with staff and other students in critical, open, and evidence-based classroom/online discussion.

Construct research into clear, specific, historical arguments presented in grammatically correct writing with appropriate references.

**Assessment tasks**

- Short Essay
- Major Essay
- Exam
- Online participation

**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**

- Investigate socially complex issues offering creative and innovative resolutions in scholarly written formats.
- Engage with staff and other students in critical, open, and evidence-based classroom/online discussion.
- Construct research into clear, specific, historical arguments presented in grammatically correct writing with appropriate references.

**Assessment tasks**

- Short Essay
- Major Essay
- Exam
- Online participation

**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**

- Investigate socially complex issues offering creative and innovative resolutions in scholarly written formats.
- Engage with staff and other students in critical, open, and evidence-based classroom/online discussion.

**Assessment task**

- Online participation

**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**

- Explain the dominant social relations and ideologies since white settlement.
- Analyse different kinds of historical evidence, including visual and textual sources.
- Interpret historical information, including self-located scholarly research materials.
- Investigate socially complex issues offering creative and innovative resolutions in scholarly written formats.
- Construct research into clear, specific, historical arguments presented in grammatically correct writing with appropriate references.

**Assessment tasks**

- Short Essay
- Major Essay
- Exam
- Online participation

**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**

- Identify the main changes and continuities in Australian society since 1788.
- Explain the dominant social relations and ideologies since white settlement.
- Analyse different kinds of historical evidence, including visual and textual sources.
- Interpret historical information, including self-located scholarly research materials.
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- Engage with staff and other students in critical, open, and evidence-based classroom/online discussion.
- Construct research into clear, specific, historical arguments presented in grammatically correct writing with appropriate references.

**Assessment tasks**

- Short Essay
- Major Essay
- Exam
- Online participation

**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**

- Investigate socially complex issues offering creative and innovative resolutions in scholarly written formats.
- Engage with staff and other students in critical, open, and evidence-based classroom/online discussion.
- Construct research into clear, specific, historical arguments presented in grammatically correct writing with appropriate references.

**Assessment tasks**

- Short Essay
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**

- Identify the main changes and continuities in Australian society since 1788.
- Explain the dominant social relations and ideologies since white settlement.
- Investigate socially complex issues offering creative and innovative resolutions in scholarly written formats.
- Engage with staff and other students in critical, open, and evidence-based classroom/online discussion.

**Assessment tasks**

- Short Essay
- Major Essay
- Online participation

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**

- Identify the main changes and continuities in Australian society since 1788.
- Explain the dominant social relations and ideologies since white settlement.
- Investigate socially complex issues offering creative and innovative resolutions in scholarly written formats.
Engage with staff and other students in critical, open, and evidence-based classroom/online discussion.

**Assessment tasks**

- Exam
- Online participation

**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**

- Identify the main changes and continuities in Australian society since 1788.
- Explain the dominant social relations and ideologies since white settlement.
- Analyse different kinds of historical evidence, including visual and textual sources.
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- Major Essay
- Exam
- Online participation

**Changes since First Published**

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>20/07/2017</td>
<td>new convenor added</td>
</tr>
</tbody>
</table>