



MHIX114

The World Since 1945: An Australian Perspective

S1 OUA 2017

Dept of Modern History, Politics & International Relations

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Disclaimer

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General Information

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OUA Co-Ordinator

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Prerequisites

Corequisites

Co-badged status

Unit description

This unit is a survey of the chief world developments influencing Australian history from 1945 to the present. Principle interest will focus on: a) Europe from post-war crisis and decline to present day resurgence, with themes of particular interest to Australia including migration, ideological trends, economic integration and decolonisation; b) the United States of America in its period of peak world power, with special attention to the politics and economics of the Cold War era and to the spread of American cultural values; c) East Asia (principally China and Japan) from post-war settlement to economic transformation with special reference to trade ties and accompanying Australian cultural adjustments. This unit will be of great benefit to students and teachers of Australian history and politics, as well as anyone wishing to understand Australia's current relationship with the wider world. Assessment focuses on the development of one essay constructed through a step-by-step process. 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

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

Describe key episodes in world history since 1945, including the role of the United States, Europe and East Asia, and the major events of the Cold War and post-Cold War period.

Characterise the concept of the Australian nation in its global context, emphasising the interconnectedness of Australian history.

Explain the way that global ideas are changed by exposure to local culture and political conditions when they are adopted by Australians.

Identify relevant scholarly material using various ethical historical research methods to create an original argument.

Evaluate historical information understanding that this knowledge is constructed within contemporary political agendas and social debates.

Critique opinions about the past, supported by scholarly evidence and verified through debate with peers in classroom / online discussion.

Assemble and synthesize historical information to form an evidenced-based argument in clear scholarly written format.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Weekly Discussion and Quiz</u>	20%	No	Ongoing
<u>Secondary Source Synthesis</u>	20%	No	Midnight, Sunday, Week 2
<u>Primary Source Analysis</u>	20%	No	Midnight, Sunday, Week 6
<u>Draft Essay</u>	10%	No	Midnight, Sunday, Week 9
<u>Research Essay</u>	30%	No	Midnight, Sunday, Week 12

Weekly Discussion and Quiz

Due: **Ongoing**

Weighting: **20%**

There are readings to complete each week. You will be asked to post discussion in the weekly learning forum and once you have done this you will have access to the weekly quiz. Each quiz contains two multiple choice questions about that week's reading. There will be eleven quizzes in total, which add up to an aggregate 20% of your mark.

On successful completion you will be able to:

- Describe key episodes in world history since 1945, including the role of the United

States, Europe and East Asia, and the major events of the Cold War and post-Cold War period.

- Characterise the concept of the Australian nation in its global context, emphasising the interconnectedness of Australian history.
- Explain the way that global ideas are changed by exposure to local culture and political conditions when they are adopted by Australians.
- Critique opinions about the past, supported by scholarly evidence and verified through debate with peers in classroom / online discussion.

Secondary Source Synthesis

Due: **Midnight, Sunday, Week 2**

Weighting: **20%**

This exercise consists of five short answer comprehension questions on two set readings. You will complete it after the week one discussions, and submit it by midnight on Sunday of week two. The aim of this exercise is to produce a synthesis of two historical articles. A detailed description of the task, including the short answer questions, is available on iLearn.

On successful completion you will be able to:

- Identify relevant scholarly material using various ethical historical research methods to create an original argument.
- Evaluate historical information understanding that this knowledge is constructed within contemporary political agendas and social debates.
- Critique opinions about the past, supported by scholarly evidence and verified through debate with peers in classroom / online discussion.
- Assemble and synthesize historical information to form an evidenced-based argument in clear scholarly written format.

Primary Source Analysis

Due: **Midnight, Sunday, Week 6**

Weighting: **20%**

This exercise consists of four short answer comprehension questions on two set primary sources. You will submit it by midnight Sunday of Week Six. The aim of this exercise is to analyse two primary sources in light of the two secondary sources you synthesised in the first assessment task. A detailed description of the task, including the short answer questions, is available on iLearn.

On successful completion you will be able to:

- Identify relevant scholarly material using various ethical historical research methods to

create an original argument.

- Evaluate historical information understanding that this knowledge is constructed within contemporary political agendas and social debates.
- Critique opinions about the past, supported by scholarly evidence and verified through debate with peers in classroom / online discussion.
- Assemble and synthesize historical information to form an evidenced-based argument in clear scholarly written format.

Draft Essay

Due: **Midnight, Sunday, Week 9**

Weighting: **10%**

This exercise consists of writing an essay draft of 1000 words. By now you should have written a complete first draft of your essay. The aim of this exercise is to choose any two paragraphs from your draft for submission as your essay draft. A detailed description of the task is available on iLearn. It is due at midnight on Sunday, Week 9. You will submit it electronically through Turnitin.

On successful completion you will be able to:

- Identify relevant scholarly material using various ethical historical research methods to create an original argument.
- Evaluate historical information understanding that this knowledge is constructed within contemporary political agendas and social debates.
- Critique opinions about the past, supported by scholarly evidence and verified through debate with peers in classroom / online discussion.
- Assemble and synthesize historical information to form an evidenced-based argument in clear scholarly written format.

Research Essay

Due: **Midnight, Sunday, Week 12**

Weighting: **30%**

The major assessment task for this unit is a 2000-word essay. You will build on the work from the previous three assessment tasks to write an essay in response to your set question. You are expected to do research beyond the set texts for this question. It is due the Sunday of Week 12. You will submit it electronically through Turnitin.

On successful completion you will be able to:

- Characterise the concept of the Australian nation in its global context, emphasising the interconnectedness of Australian history.
- Explain the way that global ideas are changed by exposure to local culture and political

conditions when they are adopted by Australians.

- Identify relevant scholarly material using various ethical historical research methods to create an original argument.
- Evaluate historical information understanding that this knowledge is constructed within contemporary political agendas and social debates.
- Critique opinions about the past, supported by scholarly evidence and verified through debate with peers in classroom / online discussion.
- Assemble and synthesize historical information to form an evidenced-based argument in clear scholarly written format.

Delivery and Resources

All lecture content is provided online. All students will need sufficient internet connection speed to watch video lectures, listen to audio presentations and to participate in online learning exercises. Following discussion each week, students will be required to reflect on their learning in their iLearn blog posts. Essential readings are provided online. Students will need to do additional research for their major essay.

Policies and Procedures

Late Submission - applies unless otherwise stated elsewhere in the unit guide

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

Extension Request

Special Consideration Policy and Procedure
(<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>)

The University recognises that students may experience events or conditions that adversely affect their academic performance. If you experience serious and unavoidable difficulties at exam time or when assessment tasks are due, you can consider applying for Special Consideration.

You need to show that the circumstances:

1. were serious, unexpected and unavoidable

2. were beyond your control
3. caused substantial disruption to your academic work
4. substantially interfered with your otherwise satisfactory fulfilment of the unit requirements
5. lasted at least three consecutive days or a total of 5 days within the teaching period and prevented completion of an assessment task scheduled for a specific date.

If you feel that your studies have been impacted submit an application as follows:

1. Visit [Ask MQ](#) and use your OneID to log in
2. 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

Outcome

Once your submission is assessed, an appropriate outcome will be organised.

OUA Specific Policies and Procedures

Withdrawal from a unit after the census date

You can withdraw from your subjects prior to [the census date](#) (last day to withdraw). If you successfully withdraw before the census date, you won't need to apply for Special Circumstances. If you find yourself unable to withdraw from your subjects before the census date - you might be able to [apply for Special Circumstances](#). If you're eligible, we can refund your fees and overturn your fail grade.

If you're studying Single Subjects using FEE-HELP or paying up front, you can [apply online](#).

If you're studying a degree using HECS-HELP, you'll need to [apply directly to Macquarie University](#).

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_2016.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 (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

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

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

- Critique opinions about the past, supported by scholarly evidence and verified through debate with peers in classroom / online discussion.
- Assemble and synthesize historical information to form an evidenced-based argument in clear scholarly written format.

Assessment tasks

- Secondary Source Synthesis
- Primary Source Analysis
- Draft Essay
- Research Essay

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

- Describe key episodes in world history since 1945, including the role of the United States, Europe and East Asia, and the major events of the Cold War and post-Cold War period.
- Characterise the concept of the Australian nation in its global context, emphasising the interconnectedness of Australian history.
- Explain the way that global ideas are changed by exposure to local culture and political conditions when they are adopted by Australians.
- Identify relevant scholarly material using various ethical historical research methods to

create an original argument.

- Evaluate historical information understanding that this knowledge is constructed within contemporary political agendas and social debates.
- Critique opinions about the past, supported by scholarly evidence and verified through debate with peers in classroom / online discussion.
- Assemble and synthesize historical information to form an evidenced-based argument in clear scholarly written format.

Assessment tasks

- Weekly Discussion and Quiz
- Secondary Source Synthesis
- Primary Source Analysis

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

- Describe key episodes in world history since 1945, including the role of the United States, Europe and East Asia, and the major events of the Cold War and post-Cold War period.
- Assemble and synthesize historical information to form an evidenced-based argument in clear scholarly written format.

Assessment tasks

- Draft Essay
- Research Essay

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

- Describe key episodes in world history since 1945, including the role of the United States, Europe and East Asia, and the major events of the Cold War and post-Cold War period.
- Characterise the concept of the Australian nation in its global context, emphasising the interconnectedness of Australian history.
- Explain the way that global ideas are changed by exposure to local culture and political conditions when they are adopted by Australians.
- Identify relevant scholarly material using various ethical historical research methods to create an original argument.
- Evaluate historical information understanding that this knowledge is constructed within contemporary political agendas and social debates.
- Critique opinions about the past, supported by scholarly evidence and verified through debate with peers in classroom / online discussion.
- Assemble and synthesize historical information to form an evidenced-based argument in clear scholarly written format.

Assessment tasks

- Weekly Discussion and Quiz
- Secondary Source Synthesis
- Primary Source Analysis
- Draft 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

- Describe key episodes in world history since 1945, including the role of the United States, Europe and East Asia, and the major events of the Cold War and post-Cold War period.

- Characterise the concept of the Australian nation in its global context, emphasising the interconnectedness of Australian history.
- Critique opinions about the past, supported by scholarly evidence and verified through debate with peers in classroom / online discussion.
- Assemble and synthesize historical information to form an evidenced-based argument in clear scholarly written format.

Assessment tasks

- Weekly Discussion and Quiz
- Secondary Source Synthesis
- Primary Source Analysis
- Draft Essay
- Research Essay

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

- Describe key episodes in world history since 1945, including the role of the United States, Europe and East Asia, and the major events of the Cold War and post-Cold War period.
- Identify relevant scholarly material using various ethical historical research methods to create an original argument.
- Evaluate historical information understanding that this knowledge is constructed within contemporary political agendas and social debates.
- Critique opinions about the past, supported by scholarly evidence and verified through debate with peers in classroom / online discussion.
- Assemble and synthesize historical information to form an evidenced-based argument in clear scholarly written format.

Assessment tasks

- Secondary Source Synthesis
- Primary Source Analysis

- Draft Essay
- Research Essay

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

- Describe key episodes in world history since 1945, including the role of the United States, Europe and East Asia, and the major events of the Cold War and post-Cold War period.
- Characterise the concept of the Australian nation in its global context, emphasising the interconnectedness of Australian history.
- Explain the way that global ideas are changed by exposure to local culture and political conditions when they are adopted by Australians.
- Identify relevant scholarly material using various ethical historical research methods to create an original argument.
- Evaluate historical information understanding that this knowledge is constructed within contemporary political agendas and social debates.
- Critique opinions about the past, supported by scholarly evidence and verified through debate with peers in classroom / online discussion.
- Assemble and synthesize historical information to form an evidenced-based argument in clear scholarly written format.

Assessment tasks

- Secondary Source Synthesis
- Primary Source Analysis
- Draft Essay
- Research 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

- Describe key episodes in world history since 1945, including the role of the United States, Europe and East Asia, and the major events of the Cold War and post-Cold War period.
- Characterise the concept of the Australian nation in its global context, emphasising the interconnectedness of Australian history.
- Explain the way that global ideas are changed by exposure to local culture and political conditions when they are adopted by Australians.

Assessment tasks

- Weekly Discussion and Quiz
- Secondary Source Synthesis
- Primary Source Analysis

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

- Explain the way that global ideas are changed by exposure to local culture and political conditions when they are adopted by Australians.
- Identify relevant scholarly material using various ethical historical research methods to create an original argument.
- Critique opinions about the past, supported by scholarly evidence and verified through debate with peers in classroom / online discussion.

Assessment tasks

- Weekly Discussion and Quiz
- Secondary Source Synthesis
- Primary Source Analysis