MHIX302
Australian History Since 1901
S1 OUA 2017
Dept of Modern History, Politics & International Relations

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General Information

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Prerequisites

Corequisites

Co-badged status

Unit description

Australia changed dramatically through the course of the twentieth century. A group of bickering colonies federated, introduced radical social legislation that was the envy of the progressive world, were plunged into war in defence of the empire, suffered through the hardships of the great 1930s Depression, marched off to war again and, at its end, faced an uncertain future. Few suspected that a golden age of unheralded prosperity would soon blossom; even then, though, the dark clouds of the Cold War sent shivers through the burgeoning consumer’s paradise, and fundamentally influenced the political frameworks of the period. Australian History Since 1901 explores that great sweep of Australian history from Federation to the close of the twentieth century, considering the key social, cultural, economic and political changes that occurred. It is invaluable for students and teachers of Australian history and provides a sound foundation for understanding our national identity and the formation of modern Australia. 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. Read and analyse different kinds of historical evidence, including visual and textual sources
2. Find, analyse, and apply historical information (especially self-located research materials)
3. Communicate effectively in oral forms, and in a range of written forms
4. Participate actively in group discussions
5. Describe the main changes and continuities in Australian society since 1901
6. Understand Australia's basic political, administrative, and economic structures
7. Outline the dominant understandings and ideologies since 1901
8. Explain how Australia interacted with the rest of the world in the twentieth century
9. Understand the interactions between Australians of different backgrounds and persuasions
10. Discuss the emergence of new political and social forms
11. Identify socially complex problems, and work out paths of investigation/creative resolution in your written work

Assessment Tasks

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<th>Weighting</th>
<th>Due</th>
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<td>Minor Essay</td>
<td>30%</td>
<td>Friday Week 5</td>
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<tr>
<td>Major Essay</td>
<td>50%</td>
<td>Friday Week 10</td>
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<tr>
<td>Unit Summary Task</td>
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Minor Essay
Due: Friday Week 5
Weighting: 30%

This task assesses your ability to construct a short written response (1200 words) to a supplied question. You need to demonstrate a clear and coherent understanding of the topic area, and should consult a variety of sources to produce a paper of quality. Your essay must be fully referenced, including footnotes and a bibliography - see the referencing guidelines on the unit's website for instructions.

This Assessment Task relates to the following Learning Outcomes:
- Read and analyse different kinds of historical evidence, including visual and textual sources
- Find, analyse, and apply historical information (especially self-located research materials)
• Communicate effectively in oral forms, and in a range of written forms
• Describe the main changes and continuities in Australian society since 1901
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Major Essay
Due: Friday Week 10
Weighting: 50%

The aim of this task is to assess your ability to produce an extended discussion in written form (3000 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 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:
• Read and analyse different kinds of historical evidence, including visual and textual sources
• Find, analyse, and apply historical information (especially self-located research materials)
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• Describe the main changes and continuities in Australian society since 1901
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Unit Summary Task

Due: **Thursday Week 13**  
Weighting: **10%**

The non-invigilated take-home exam requires you to respond to questions 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. Your responses must, however, be fully documented in the appropriate forms, with footnotes and a bibliography.

This Assessment Task relates to the following Learning Outcomes:

- Read and analyse different kinds of historical evidence, including visual and textual sources
- Find, analyse, and apply historical information (especially self-located research materials)
- Communicate effectively in oral forms, and in a range of written forms
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Online Participation

Due: **Assessed Weekly**  
Weighting: **10%**

The online discussion task, undertaken through the MHIX302 iLearn site, 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 and run through to the following Sunday. You should look to answer all the set questions each week, as well as engaging with the posts of other students. Each individual post should be at least 100 words. While you might find that some questions require
longer responses, please keep them to a reasonable length. A professional and courteous approach towards staff and fellow students is expected at all times.

This Assessment Task relates to the following Learning Outcomes:

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**Delivery and Resources**

Lectures and weekly readings are available through the MHIX302 iLearn site. Weekly discussions will take place in the discussion forums on iLearn.

**Unit Schedule**

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<th>Introduction</th>
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<td>Federation and White Australia</td>
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<td>Week 4</td>
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<td>Week 8</td>
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<td>Week 9</td>
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<td>Week 10</td>
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<td>Week 12</td>
<td>The Age of Mabo? Native Title and Reconciliation</td>
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<td>Week 13</td>
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**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:


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) 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/.

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
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
- Read and analyse different kinds of historical evidence, including visual and textual sources
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- Communicate effectively in oral forms, and in a range of written forms
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Assessment tasks

• Minor Essay
• Major Essay
• Unit Summary Task
• 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

• Read and analyse different kinds of historical evidence, including visual and textual sources
• Find, analyse, and apply historical information (especially self-located research materials)
• Communicate effectively in oral forms, and in a range of written forms
• Participate actively in group discussions
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Assessment tasks

• Minor Essay

http://unitguides.mq.edu.au/unit_offerings/79832/unit_guide/print
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

• Communicate effectively in oral forms, and in a range of written forms
• Participate actively in group discussions
• Understand the interactions between Australians of different backgrounds and persuasions

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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

• Read and analyse different kinds of historical evidence, including visual and textual sources
• Find, analyse, and apply historical information (especially self-located research materials)
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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
• Read and analyse different kinds of historical evidence, including visual and textual sources
• Find, analyse, and apply historical information (especially self-located research materials)
• Communicate effectively in oral forms, and in a range of written forms
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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 outcome
• Identify socially complex problems, and work out paths of investigation/creative resolution in your written work

Assessment tasks
• Minor Essay
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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
• Participate actively in group discussions
• Describe the main changes and continuities in Australian society since 1901
• Understand Australia’s basic political, administrative, and economic structures
• Outline the dominant understandings and ideologies since 1901
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• Understand the interactions between Australians of different backgrounds and persuasions

Assessment tasks
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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 how Australia interacted with the rest of the world in the twentieth century
• Understand the interactions between Australians of different backgrounds and persuasions

Assessment tasks
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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
• Communicate effectively in oral forms, and in a range of written forms
• Participate actively in group discussions
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