



MHIS204

The Origins of Modern Australia

S1 Day 2017

Dept of Modern History, Politics & International Relations

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General Information

Unit convenor and teaching staff

Convenor

Chelsea Barnett

chelsea.barnett@mq.edu.au

W6A405

By appointment

Credit points

3

Prerequisites

12cp at 100 level or above or (3cp in HIST or MHIS or POL units)

Corequisites

Co-badged status

Unit description

Why are Australians troubled by refugees? Why do women still struggle for equal pay? Why were indigenous people denied citizenship, and have their children removed? Why does the mining industry exert so much influence in Australian public life? How have economic forces shaped the Australian environment? What is Australia's place in the world? Modern Australian society was formed in the nineteenth century. The values, tensions, debates and economic forces of contemporary Australia can only be fully understood with reference to their 19th century context. In providing that context this unit explains why the past continues to influence the Australian experience.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

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

Identify the historical forces of the nineteenth century which shape Australia today.

Interpret different kinds of historical evidence, including visual, textual, and material.

Locate and analyse historical information.

Communicate effectively in oral and written forms.

Actively participate in class discussions on key themes of nineteenth-century Australian

history.

General Assessment Information

Requests for extensions must be made to the convenor, Dr Chelsea Barnett, at least 48 hours *before* the respective assignment's due date. Extensions will be given for medical reasons with the provision of a medical certificate.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Primary Source Analysis</u>	20%	No	26 March 2017
<u>Research Essay</u>	40%	No	7 May 2017
<u>Reflective Essay</u>	20%	No	18 June 2017
<u>Tutorial Presentation</u>	10%	No	Ongoing, Weeks 3-12
<u>Tutorial Participation</u>	10%	No	Ongoing

Primary Source Analysis

Due: **26 March 2017**

Weighting: **20%**

This task requires you to engage with and analyse a primary source. You will be provided with a set of questions; you are required to incorporate the answers to these questions into a longer analytical response. You are welcome to choose any of the primary sources provided in the first six weeks of semester as the basis of your analysis. This assignment is to be submitted electronically via iLearn.

Word Length: 750-1000 words

Due: Sunday 26 March 2017 (Week 4)

On successful completion you will be able to:

- Identify the historical forces of the nineteenth century which shape Australia today.
- Interpret different kinds of historical evidence, including visual, textual, and material.
- Locate and analyse historical information.
- Communicate effectively in oral and written forms.

Research Essay

Due: **7 May 2017**

Weighting: **40%**

You are required to write a long research essay on a set question (available on iLearn). You can choose one question from a list of twelve, each of which come with a set of recommended readings. You will, however, have to demonstrate your research skills by using secondary sources beyond those provided. You will also be required to find two primary sources to include in your essay. This assignment is to be submitted electronically via iLearn.

Word Length: 2500 words

Due: Sunday 7 May 2017 (Week 8)

On successful completion you will be able to:

- Identify the historical forces of the nineteenth century which shape Australia today.
- Interpret different kinds of historical evidence, including visual, textual, and material.
- Locate and analyse historical information.
- Communicate effectively in oral and written forms.

Reflective Essay

Due: **18 June 2017**

Weighting: **20%**

This task requires you to write a short essay which reflects on how nineteenth-century Australian history is relevant to contemporary Australia, using either two or three examples from this unit. This assignment is to be submitted electronically via iLearn.

Word Length: 1000 words

Due: Sunday 18 June 2017 (Exam Period)

On successful completion you will be able to:

- Identify the historical forces of the nineteenth century which shape Australia today.
- Interpret different kinds of historical evidence, including visual, textual, and material.
- Communicate effectively in oral and written forms.

Tutorial Presentation

Due: **Ongoing, Weeks 3-12**

Weighting: **10%**

In pairs or a small group, students are required to make a presentation to the class on that week's tutorial topic. With your partner or group, you will provide a presentation to the class that opens the tutorial and establishes a period of discussion on your chosen topic. Each pair or group should aim for their presentation to last at least fifteen minutes.

Your presentations should do three key things:

1. Provide a *brief* overview of the readings. This does not mean providing a mini lecture.

Rather, it will be a qualitative assessment of the core arguments, issues, themes etc that each of the readings raise, and/or the approach taken by the author(s).

2. Provide a primary source for discussion. This primary source must be *different* from those sources provided on iLearn.
3. Provide a set of questions for the class. Aim to have three or four questions that will encourage your classmates to engage in discussion, and be prepared to continue this discussion without reference to notes or a script.

You will be assessed in this task on the basis of organisation, structure, communication, and engagement.

Should there be a week in which no students open the tutorial, I as convenor will run the discussion.

On successful completion you will be able to:

- Interpret different kinds of historical evidence, including visual, textual, and material.
- Locate and analyse historical information.
- Communicate effectively in oral and written forms.

Tutorial Participation

Due: **Ongoing**

Weighting: **10%**

Each student is required to contribute to class discussions on weekly topics. You will be required to participate in the discussions that emerge from each week's class presentation; you must be prepared to ask questions of the presenters and, in turn, answer questions that they prepare.

Weekly readings and instructions are located on iLearn, so it is important to be familiar with the unit iLearn site. Each week has two set secondary readings and a primary source. It is essential that you come to class having listened to the pre-recorded lectures, and completed the essential readings.

Your participation is measured according to your level of preparedness, the quality of your contributions, and your overall engagement with the unit and the weekly topics.

Attendance at tutorials is compulsory, and documentation (i.e. a medical certificate) must be provided for any absences.

On successful completion you will be able to:

- Identify the historical forces of the nineteenth century which shape Australia today.
- Actively participate in class discussions on key themes of nineteenth-century Australian history.

Delivery and Resources

Dr Chelsea Barnett is the convenor of this unit. However, lectures are shared with other members of the Department of Modern History: Dr Tanya Evans, Dr Mark Hearn, and Dr Alison Holland, identified on the Unit Schedule with their initials. These lectures will be pre-recorded and you will be required to listen to them every week before that week's tutorial, as you normally would. It is essential that you keep up to date with these lectures.

This unit has an online presence on iLearn. You will need access to a reliable computer and broadband internet.

As noted above, all lectures are recorded and available on iLearn.

There is no textbook for this unit. However, there is a unit reader (in two parts), containing all the weekly readings, available as a PDF download on iLearn.

Unit Schedule

Week	Lecture	Tutorial
1.	a. Introduction b. Foundations: 1788 (AH)	Introduction
2.	a. Enlightenment (MH) b. Macquarie (MH)	The Macquarie Archive
3.	a. Dispossession (AH) b. Settling the Land (AH)	NSW Supreme Court - Colonial Case Law
4.	a. Domesticity (TE) b. Rise of Democracy (MH)	The Dress Register
5.	a. Gold (TE) b. Bushrangers (MH)	Place for a Friendless Female
6.	a. Economy (MH) b. Indigenous Labour (AH)	Eureka
7.	a. Urban Beginnings (AH) b. Religion (MH)	Environmental Transformations
Mid-Semester Break		
8.	a. Charity (AH) b. Non-Europeans in Australia (AH)	Aboriginal Protection?

9.	a. Work (MH) *There is only one lecture this week*	South Pacific Islanders
10.	a. Youth (TE) b. Sport (TE)	The Beach
11.	a. Women and Work (AH) b. The "Woman Question" (AH)	Larrikins
12.	a. Doomed Race (AH) b. Birth of White Australia (AH)	Sex War
13.	a. The 1890s (MH) b. Summary (AH)	1890s Depression, and Unit Summary

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

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.m](#)

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

- Identify the historical forces of the nineteenth century which shape Australia today.
- Locate and analyse historical information.
- Communicate effectively in oral and written forms.

Assessment tasks

- Primary Source Analysis
- Research Essay
- Reflective Essay
- Tutorial Presentation
- Tutorial 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

- Identify the historical forces of the nineteenth century which shape Australia today.
- Interpret different kinds of historical evidence, including visual, textual, and material.
- Communicate effectively in oral and written forms.
- Actively participate in class discussions on key themes of nineteenth-century Australian history.

Assessment tasks

- Primary Source Analysis
- Research Essay
- Reflective Essay
- Tutorial Presentation
- Tutorial 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

- Interpret different kinds of historical evidence, including visual, textual, and material.

- Locate and analyse historical information.

Assessment tasks

- Primary Source Analysis
- Research Essay
- Reflective Essay
- Tutorial Presentation

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

- Identify the historical forces of the nineteenth century which shape Australia today.
- Interpret different kinds of historical evidence, including visual, textual, and material.
- Locate and analyse historical information.
- Communicate effectively in oral and written forms.

Assessment tasks

- Primary Source Analysis
- Research Essay
- Reflective Essay
- Tutorial Presentation
- Tutorial 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 historical forces of the nineteenth century which shape Australia today.
- Interpret different kinds of historical evidence, including visual, textual, and material.
- Locate and analyse historical information.
- Communicate effectively in oral and written forms.

Assessment tasks

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- Tutorial Participation

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 outcome

- Locate and analyse historical information.

Assessment tasks

- Primary Source Analysis
- Research Essay
- Tutorial Presentation

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

- Identify the historical forces of the nineteenth century which shape Australia today.

- Communicate effectively in oral and written forms.
- Actively participate in class discussions on key themes of nineteenth-century Australian history.

Assessment tasks

- Primary Source Analysis
- Research Essay
- Reflective Essay
- Tutorial Presentation
- Tutorial Participation

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

- Locate and analyse historical information.
- Communicate effectively in oral and written forms.
- Actively participate in class discussions on key themes of nineteenth-century Australian history.

Assessment tasks

- Primary Source Analysis
- Research Essay
- Reflective Essay
- Tutorial Presentation
- Tutorial 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 outcome

- Actively participate in class discussions on key themes of nineteenth-century Australian history.

Assessment task

- Tutorial Participation