



MHIS700

Archives: Sources and Silences

S2 Day 2018

Dept of Modern History, Politics & International Relations

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General Information

Unit convenor and teaching staff Convener Clare Monagle clare.monagle@mq.edu.au By appointment.
Credit points 4
Prerequisites Admission to MRes
Corequisites
Co-badged status
Unit description Archival research is understood to be the foundation of the practice of professional historical inquiry. These various historical artefacts are considered our window onto past lives, experiences and processes. As any historian will admit, however, archives are always partial, incomplete and imperfect. So too, the processes by which certain kinds of knowledge is retained and other kinds of knowledge discarded, dismissed or concealed reveals the inherently politicized character of archival collection. This unit will critically and historically consider the relationship between the historian, archives and the past. How and when did modern “archives” emerge? What was their purpose? What are the implications for historical authority if we admit that the foundation of our disciplinary practice is always incomplete and partial? What new archives have emerged in late modernity? Is the internet one huge and unruly archive?

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:

Demonstrate coherent and advanced knowledge of some of history’s principles, methods, and concepts.

Demonstrate skills in reviewing, analysing, and synthesizing historians' use of archival

evidence and argumentation.

Demonstrate initiative and judgment in historical scholarship.

Identify and reflect critically upon the knowledge and skills developed in the student's own study of history.

Demonstrate written and verbal communication skills to present a clear and coherent exposition of historical knowledge.

Reflect critically on the relationship between archival discovery and historical knowledge.

General Assessment Information

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

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Reflective Journal</u>	20%	No	Ongoing, 5/11/17
<u>Reading Archives</u>	30%	No	Monday, September 10
<u>Reflective Essay</u>	50%	No	Friday, November 10, 5pm.

Reflective Journal

Due: **Ongoing, 5/11/17**

Weighting: **20%**

This unit has a online blog--open to and visible to all students enrolled in the unit--on which students will maintain an individual journal. Students need to make five (5) posts over the course of the semester. Each post needs to be 200-300 words in length. A post needs to be made after the seminar has met and should reflect on the week's theme, the connections between the theme and the readings, and should include any insights gained from class discussions and any questions or problems that still remain.

The final blog post must be made no later than Monday 5 November; posts made after this date will not be considered for grading.

On successful completion you will be able to:

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methods, and concepts.

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- Demonstrate initiative and judgment in historical scholarship.
- Identify and reflect critically upon the knowledge and skills developed in the student's own study of history.
- Demonstrate written and verbal communication skills to present a clear and coherent exposition of historical knowledge.
- Reflect critically on the relationship between archival discovery and historical knowledge.

Reading Archives

Due: **Monday, September 10**

Weighting: **30%**

Students must complete a 1,500-2,000-word preliminary analysis of one piece of self-located historical evidence. Students are free to choose any type of evidence (eg. a document, an object, a piece of art, etc). The analysis must include:

- A close reading of the historical significance of the piece of evidence
- A clear exposition of the relevant historical context
- An engagement with some relevant historiography
- An analysis of the reading method for further research using this type of evidence and the archive (or archives) that house it.

On successful completion you will be able to:

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- Demonstrate initiative and judgment in historical scholarship.
- Identify and reflect critically upon the knowledge and skills developed in the student's own study of history.
- Demonstrate written and verbal communication skills to present a clear and coherent exposition of historical knowledge.
- Reflect critically on the relationship between archival discovery and historical knowledge.

Reflective Essay

Due: **Friday, November 10, 5pm.**

Weighting: **50%**

Students will write a critically reflective 3,000-3,500-word essay that engages with at least six (6) weekly topics. Students should devise their own essay question relating to the unit theme of archive and the problems of archival research, and have complete free rein in doing so.

On successful completion you will be able to:

- Demonstrate coherent and advanced knowledge of some of history's principles, methods, and concepts.
- Demonstrate skills in reviewing, analysing, and synthesizing historians' use of archival evidence and argumentation.
- Demonstrate initiative and judgment in historical scholarship.
- Identify and reflect critically upon the knowledge and skills developed in the student's own study of history.
- Demonstrate written and verbal communication skills to present a clear and coherent exposition of historical knowledge.
- Reflect critically on the relationship between archival discovery and historical knowledge.

Delivery and Resources

Readings for this unit will be available through the library website.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- Demonstrate coherent and advanced knowledge of some of history's principles, methods, and concepts.
- Demonstrate skills in reviewing, analysing, and synthesizing historians' use of archival evidence and argumentation.
- Demonstrate initiative and judgment in historical scholarship.
- Identify and reflect critically upon the knowledge and skills developed in the student's own study of history.
- Demonstrate written and verbal communication skills to present a clear and coherent exposition of historical knowledge.
- Reflect critically on the relationship between archival discovery and historical knowledge.

Assessment tasks

- Reflective Journal
- Reading Archives
- Reflective Essay

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- Demonstrate coherent and advanced knowledge of some of history's principles, methods, and concepts.
- Demonstrate skills in reviewing, analysing, and synthesizing historians' use of archival evidence and argumentation.
- Demonstrate initiative and judgment in historical scholarship.

- Identify and reflect critically upon the knowledge and skills developed in the student's own study of history.
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Assessment tasks

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- Reflective Essay

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- Demonstrate coherent and advanced knowledge of some of history's principles, methods, and concepts.
- Demonstrate skills in reviewing, analysing, and synthesizing historians' use of archival evidence and argumentation.
- Demonstrate initiative and judgment in historical scholarship.
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Assessment tasks

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- Reflective Essay

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or

practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

- Demonstrate coherent and advanced knowledge of some of history's principles, methods, and concepts.
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- Demonstrate initiative and judgment in historical scholarship.
- Identify and reflect critically upon the knowledge and skills developed in the student's own study of history.
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- Reflect critically on the relationship between archival discovery and historical knowledge.

Assessment tasks

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- Reflective Essay

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

- Demonstrate coherent and advanced knowledge of some of history's principles, methods, and concepts.
- Demonstrate skills in reviewing, analysing, and synthesizing historians' use of archival evidence and argumentation.
- Demonstrate initiative and judgment in historical scholarship.
- Identify and reflect critically upon the knowledge and skills developed in the student's own study of history.
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Assessment tasks

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- Reading Archives
- Reflective Essay

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes

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