



MHIS204

The Origins of Modern Australia

S1 Day 2018

Dept of Modern History, Politics & International Relations

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General Information

Unit convenor and teaching staff

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Australian Hearing Hub, Level 2

TBA

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:

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

General Assessment Information

All written assessments for this unit are to be submitted via turnitin (links provided on iLearn in the 'Assessment' section). Specific instructions on the presentations and tutorial participation will be given in the first week of tutorials. Tutorials are compulsory.

Late Submission Penalty

“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.”

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Primary Source Analysis</u>	20%	No	23 March, 2018
<u>Research Essay</u>	40%	No	4 May, 2018
<u>Reflective Essay</u>	20%	No	8 June, 2018
<u>Presentation</u>	10%	No	1 week out of 13
<u>Tutorial Participation</u>	10%	No	Ongoing - weeks 1-13

Primary Source Analysis

Due: **23 March, 2018**

Weighting: **20%**

Students are required to write a short paper analysing a set source.

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Research Essay

Due: **4 May, 2018**

Weighting: **40%**

Students are required to write a long essay (2500 words) on a pre-formulated question (with bibliography attached). They will be required to locate and integrate a primary source into the essay. Detailed instructions on this task are in the iLearn site for this unit under 'Assessment'.

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Reflective Essay

Due: **8 June, 2018**

Weighting: **20%**

Students will write a short paper reflecting on the resonances of the nineteenth century in Australian society today. Detailed instructions on this task are in the iLearn site for this unit under 'Assessment'.

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Presentation

Due: **1 week out of 13**

Weighting: **10%**

Students are required to choose a week from the list of tutorial topics and do a presentation to class on it. Detailed instructions on this task are in the iLearn site for this unit under 'Assessment'. External students will be required to choose a week and lead discussion via the online discussion forum in iLearn.

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Australian history

Tutorial Participation

Due: **Ongoing - weeks 1-13**

Weighting: **10%**

Students will be assessed on their contributions to class discussions and group activities across the semester. Tutorial attendance is not only compulsory but is an important learning environment. The convenor will assess attributes such as respect, collaboration, knowledge sharing, judgement, engagement and communication. Detailed instructions on this task are in the iLearn site for this unit under 'Assessment'.

External students will be assessed in the same way and according to the same criteria for their participation in the online discussion forum in iLearn.

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Delivery and Resources

Dr Holland is the convenor of this unit. However, lectures are shared with two other members of the Department of Modern History - Dr Mark Hearn and Dr Tanya Evans, identified on the Unit Schedule with their initials. All lectures are pre-recorded and you will be required to listen to them every week as you normally would PRIOR TO ATTENDING A TUTORIAL.

Tutorial times are:

Wednesday 10 - 11 and 11 - 12 both at 25a Wallys Walk, 112 Tutorial Room.

This unit has a comprehensive online presence in iLearn. You will need access to a reliable computer and broadband internet. This is the key space for information, assessment and interaction (apart from tutorials) for this unit. Along with this unit guide it is vital that you familiarise yourself with the site.

Unit Schedule

Week	Lectures	Tutorials
26 Feb - 2 March	1. Introduction (AH) 2. Foundations: 1788 (AH)	Introductory

5 - 9 March	1. Enlightenment Discovery (MH) 2. Macquarie (MH)	The Macquarie Archive
12 - 16 March	1. Dispossession (AH) 2. Settling the Land (AH)	Colonial Law
19 - 23 March	1. Domesticity (TE) 2. Rise of Democracy (MH)	Dress Register (Material objects in history)
26 - 30 March	1. Gold (TE) 2. Bushrangers (MH)	Female Immigration
2 - 6 April	1. Economy(MH) 2. Indigenous Labour (AH)	Eureka
9 - 13 April	1. Urban Beginnings (AH) 2. Religion (MH)	Chinese Immigration
30 April - 4 May	1. Charity (TE) 2. LECTURE FREE (essays due this week)	Aboriginal Protection
7 - 11 May	1. Youth (TE) 2. Sport (TE)	The Beach
14 - 18 May	1. Work (MH) 2. The Woman Question (AH)	Larrikins
21 - 25 May	1. Non-Europeans in Australia (AH) 2. Doomed Race (AH)	Sex War
28 May - 1 June	1. Birth of White Australia (AH) 2. 1890s (MH)	Doomed Race
4 - 8 June	1. Summary (AH)	1890s Depression

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](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://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

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

- 1. Identify the historical forces of the nineteenth century which shape Australia today. 2. Interpret different kinds of historical evidence, including visual, textual and material. 3. Locate and analyse historical information. 4. Communicate effectively in oral and written forms. 5. Actively participate in class discussions on key themes of nineteenth century Australian history

Assessment tasks

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

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 outcome

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Assessment tasks

- Primary Source Analysis
- Research Essay
- Reflective Essay

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 outcome

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Assessment tasks

- Research Essay
- Reflective 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 outcome

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Assessment tasks

- Primary Source Analysis
- Research Essay
- Reflective Essay
- 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.

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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:

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Assessment tasks

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- Reflective Essay
- 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:

Assessment tasks

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

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Assessment tasks

- Research Essay
- Reflective Essay
- 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:

Assessment tasks

- Research Essay
- Reflective Essay
- Tutorial Participation