



# MHIS300

## Making History Work

S2 Day 2018

*Dept of Modern History, Politics & International Relations*

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#### **Disclaimer**

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## General Information

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AHH Level 2

TBA

Credit points

3

Prerequisites

(39cp at 100 level or above including 3cp in HIST or MHIS units at 300 level) or (3cp in HIST or MHIS units at 300 level and (6cp in HIST or MHIS or POL units at 200 level including 3cp in HIST or MHIS units at 200 level))

Corequisites

Co-badged status

Unit description

The capstone unit is the pinnacle of a major in Modern History. It brings together the knowledge, skills and capabilities students gain across the program and helps prepare them for the next stage of their careers. What does a Modern history graduate bring to the workplace? How can the skills gained be transferred? How do students/graduates define themselves in a work sense? How has the major fitted them for future employment? With these questions in mind students undertake activities, collaboratively and individually, to reflect on their historical literacy and where it can take them.

## 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:

Reflect on and articulate discipline specific skills and graduate capabilities and their

potential application beyond University

Synthesise and integrate knowledge from multiple topic areas

Extend analytical and critical thinking

Build and consolidate communication skills (written, oral, interpersonal)

Understand what historical literacy is

Work independently and collaboratively to solve problems and find creative solutions

## General Assessment Information

All assessments for this unit are clearly identified and instructions laid out in iLearn. Please consult the iLearn homepage and take the time to scroll through it, paying particular attention to the dedicated section on Assessment.

### 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.*

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#"><u>Individual Debate Thesis</u></a>	30%	No	Monday, 10th September
<a href="#"><u>Debating Cup</u></a>	50%	No	Weeks 11 and 12
<a href="#"><u>Reflective Exercise</u></a>	10%	No	Friday, 16th November
<a href="#"><u>Active Collaboration</u></a>	10%	No	Assessed across semester

### Individual Debate Thesis

Due: **Monday, 10th September**

Weighting: **30%**

Students construct a written response/argument to a debate/jigsaw (this will be explained in class) topic. The topics will be distributed in week 2 of semester. This paper will represent your individual response to the topic in full. It will be a critical essay which includes at least three historical and/or historiographical examples to illustrate the argument. These might be drawn from topics and/or themes from previous units of study or from the topics we cover in this unit. This paper will then form the basis of the debate/jigsaw presentations (oral) in weeks 11 and 12.

Length: 2500 words (not including references) and bibliography.

Submission: Via turnitin

On successful completion you will be able to:

- Synthesise and integrate knowledge from multiple topic areas
- Extend analytical and critical thinking
- Build and consolidate communication skills (written, oral, interpersonal)

## Debating Cup

Due: **Weeks 11 and 12**

Weighting: **50%**

In the second week of the unit students will choose a debate topic from a hat in class. Students then work on their debates, individually and as part of their group, both in class and externally. The topics are broad, designed to allow students to range across themes and topics they may have done during the course of their major. The key is that debaters have to think about their topics in an historical/historiographical way. There must be an historical dimension to the debate and this figures in the rubric for this activity.

Where groups don't neatly divide into 6 and there are between 1-5 people left over another method will be used known as a Jigsaw which is a commensurate activity/assessment requiring students to operate in similar ways as debaters around a topic or theme. Where this eventuates there will be discussion and explanation in the first weeks of the semester. There will also be specific instructions around this activity on iLearn.

In weeks 11 and 12 there will be a debating/jigsaw cup where, individually and as part of an assigned group, students will present their arguments for their prescribed topics in oral form. The format will be like a formal debate and each speaker will have between 6-8 minutes. The unit convenors will chair/moderate the debates and decide the best debate group for each class which will be presented with the 2018 Debating Cup medallion.

### **External Students (including OUA)**

All external students will be required to participate in this activity too. Students will be allocated their topics and groups in the second week by choosing a number which corresponds to a topic and/or position in the debate. The convenor will then post up the debate/jigsaw lists. The debates will be conducted across week 11 and 12 at a time agreeable to all. The debates will be conducted online via Zoom (web conferencing software). Students can also use Zoom to work on their assigned topics and use cloud sharing tools like Google docs to take notes and share information and ideas and manage the planning of the presentations in the meantime.

All external students will need to download Zoom software (see Delivery and Resources section of this guide) at the beginning of semester and will be provided with a schedule meeting date and link for the debates by week 10. If this all seems foreign to you - please don't panic. The convenor will spend time in the first weeks making sure it is all bedded in place and that all understand what is required. The main thing is that you familiarise yourself with the iLearn space for this unit. The iLearn homepage is absolutely critical for all students but especially external students. It contains all the vital information and the links for our weekly online discussions. It is via the site that I upload important bits of information. All the instructions around using zoom are

on the site, for example. The convenor will be onboard from the start of semester so please use the discussion forum to field any questions you might have.

On successful completion you will be able to:

- Synthesise and integrate knowledge from multiple topic areas
- Extend analytical and critical thinking
- Build and consolidate communication skills (written, oral, interpersonal)
- Work independently and collaboratively to solve problems and find creative solutions

## Reflective Exercise

Due: **Friday, 16th November**

Weighting: **10%**

Students will be required to write a reflection about their Modern History journey from the perspective of skills. Identify up to five skills that you consider you have gained and how. Provide examples. When doing this task consider what it is you take into your careers as a Modern History major. The themes we've covered in this unit might also be considered.

Wordlength: 800 words

Submission: Turnitin

On successful completion you will be able to:

- Reflect on and articulate discipline specific skills and graduate capabilities and their potential application beyond University
- Extend analytical and critical thinking
- Build and consolidate communication skills (written, oral, interpersonal)
- Understand what historical literacy is

## Active Collaboration

Due: **Assessed across semester**

Weighting: **10%**

Students will be assessed on their active collaboration in all aspects of this unit across the semester. The following criteria will apply:

- Collaboration with peers in all group tasks (co-operation, listening, effective communication, sharing, respect)
- Effective Communication (Participation and contribution to all class discussions and collaboration with peers, respect, consideration)
- Engagement (Participating in and engaging with the unit overall, the content, the discussions and all the activities)

- Presence (Attendance, preparedness, focus, curiosity, contributions)

On successful completion you will be able to:

- Reflect on and articulate discipline specific skills and graduate capabilities and their potential application beyond University
- Synthesise and integrate knowledge from multiple topic areas
- Extend analytical and critical thinking
- Build and consolidate communication skills (written, oral, interpersonal)
- Understand what historical literacy is
- Work independently and collaboratively to solve problems and find creative solutions

## Delivery and Resources

This unit consists of a weekly 2 hour seminar. These are held on the following days:

**General Format:** Tuesday 9-11 (4 Western Rod, 309 Tutorial Room) Thursday 2-4 (9 Wallys Walk, 108 Tutorial Room). **Attendance is compulsory.**

Day Students: All day students will attend one or the other seminars. Each week students read, discuss and undertake a range of activities around particular themes, mostly related to Historical Literacy. Each week has its own tab on the iLearn homepage and is organised as title, short blurb, **compulsory readings**, activities and questions. The aim of these seminars is to provide a deeper comprehension and understanding of historical literacy and skills.

**Compulsory Readings:** These will be found in the Leganto Reading link on the homepage. They are organised into their weekly readings and are a wonderful resource. They also mean that you have your readings at your fingertips!

The unit is supported by a comprehensive iLearn space which is the face of interaction between convenor and students. It is important that you have access to reliable internet. It is also important that you frequently open iLearn and check out the site to keep you up to speed with weekly readings and activities and to keep you up to speed with any additional instructions, links or communications from the convenor.

### **The Debates:**

If you are worried about the debates and jigsaw activity, please don't be. The convenors will spend time at the beginning of the semester to explain why these and how they will run. They are actually designed to be fun! To facilitate the debates for external students and internal students who might want to collaborate on these outside of class time, we will be using Zoom which is a web conferencing facility. There are some guidelines below. The unit convenor will also be setting up some initial zoom meeting times for the external students. Hopefully all externals will be able to make one these meetings. They will occur at the beginning of semester so that the convenor can touch base with all externals to talk through how the unit will be run and aspects of assessment. This will also give external students the chance to ask questions, etc. All students will need to download the free zoom app.

## Zoom Web Conferencing Guidelines

### How to use Zoom

Web conferencing facilitates real-time online communication and collaboration. Zoom is Macquarie's web conferencing tool, it provides video and voice communication, text chat, interactive whiteboard, screen sharing and annotation. Through Zoom you can include an external guest speaker in your lecture and offer real-time online tutorials and virtual consultations for students. To use [Zoom](#), login using your MQ OneID. You will be prompted to download the Zoom software, this will only take a minute. You will have access to a Zoom Basic account where you can hold online meetings for 40 minutes at a time with up to 50 participants. If you would like to use Zoom with more than 50 participants, please email [ilearn.help@mq.edu.au](mailto:ilearn.help@mq.edu.au) to discuss alternative solutions.

### EXTERNAL STUDENTS

External students are required to use Zoom to collaborate with their debating team members to develop and formulate their debate.

You are required to:

- throughout the session you need to meet with each other using Zoom on a regular basis
- please record each Zoom meeting so that you can refer to what has been said
- please use shared google docs to record the minutes of the meeting, formulation of the debate and actions that required

**Please note:** External students (only) will use Zoom to deliver their debate. You will be advised of the date and time that you **all must be available** to deliver the debate.

### Resources for using Zoom

Please watch this Zoom recording for information on using Zoom for your debate:

- [Please download these Zoom Access Meeting](#) notes.
- Link to [Zoom guides](#):
  - Hold an Online meeting
  - Record an Online meeting
  - Check and update Zoom
  - Guide your students/participants
- How to use [shared Google docs](#)

### INTERNAL STUDENTS

Internal students have the opportunity to use Zoom to collaborate with their debating team members to develop and formulate their debate. If you choose to collaborate in this manner then please use the resources below:

Please watch this Zoom recording for information on using Zoom for your debate:

- How to use [shared Google docs](#)
- Link to [Zoom guides](#):
  - Hold an Online meeting
  - Record an Online meeting
  - Check and update zoom
  - Guides for student/participant
- **NB:** These guidelines are reproduced in iLearn along with some handy instructional videos for further clarification

## Unit Schedule

WEEK	TOPIC
1	Introductory
2	What is History and Does it Matter?
3	Historical Literacy: Asking Questions
4	Historical Literacy: Critical Thinking
5	Historical Literacy: Historical Imagination
6	Historical Literacy: Historical Judgement
7	Q & A with Modern History Alumni
8	Mapping Group Debates/Jigsaws
9	History and Policy
10	Consuming History
11	In-class Debates
12	In-class Debates
13	Review and Reflection

## 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](http://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](http://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](http://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/](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

- Reflect on and articulate discipline specific skills and graduate capabilities and their potential application beyond University
- Synthesise and integrate knowledge from multiple topic areas
- Extend analytical and critical thinking
- Understand what historical literacy is
- Work independently and collaboratively to solve problems and find creative solutions

#### Assessment tasks

- Individual Debate Thesis
- Debating Cup
- Reflective Exercise

### 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

- Reflect on and articulate discipline specific skills and graduate capabilities and their potential application beyond University
- Synthesise and integrate knowledge from multiple topic areas
- Extend analytical and critical thinking
- Build and consolidate communication skills (written, oral, interpersonal)
- Work independently and collaboratively to solve problems and find creative solutions

## Assessment tasks

- Individual Debate Thesis
- Debating Cup
- Active Collaboration

## 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

- Reflect on and articulate discipline specific skills and graduate capabilities and their potential application beyond University

## Assessment task

- Reflective Exercise

## 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

- Reflect on and articulate discipline specific skills and graduate capabilities and their

potential application beyond University

- Synthesise and integrate knowledge from multiple topic areas
- Understand what historical literacy is

## Assessment tasks

- Individual Debate Thesis
- Debating Cup

## 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

- Reflect on and articulate discipline specific skills and graduate capabilities and their potential application beyond University
- Synthesise and integrate knowledge from multiple topic areas
- Extend analytical and critical thinking
- Understand what historical literacy is

## Assessment tasks

- Individual Debate Thesis
- Debating Cup
- Reflective Exercise

## 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

- Synthesise and integrate knowledge from multiple topic areas
- Extend analytical and critical thinking
- Understand what historical literacy is

- Work independently and collaboratively to solve problems and find creative solutions

## **Assessment tasks**

- Individual Debate Thesis
- Debating Cup

## **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**

- Reflect on and articulate discipline specific skills and graduate capabilities and their potential application beyond University
- Build and consolidate communication skills (written, oral, interpersonal)

## **Assessment tasks**

- Individual Debate Thesis
- Debating Cup
- Reflective Exercise
- Active Collaboration

## **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**

- Reflect on and articulate discipline specific skills and graduate capabilities and their potential application beyond University
- Build and consolidate communication skills (written, oral, interpersonal)
- Work independently and collaboratively to solve problems and find creative solutions

## Assessment tasks

- Debating Cup
- Reflective Exercise
- Active Collaboration

## 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

- Reflect on and articulate discipline specific skills and graduate capabilities and their potential application beyond University
- Build and consolidate communication skills (written, oral, interpersonal)
- Work independently and collaboratively to solve problems and find creative solutions

## Assessment tasks

- Debating Cup
- Active Collaboration