



# MHIS109

## History Now!

S1 External 2018

*Dept of Modern History, Politics & International Relations*

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## General Information

### Unit convenor and teaching staff

Convenor

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Convenor

Mark Hearn

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Lorna Barrow

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Credit points

3

Prerequisites

Corequisites

Co-badged status

### Unit description

Climate change. Asylum seekers. Marriage equality. Terrorism. Reconciliation. Housing affordability. Populist politics. Income inequality. Consumerism. Lockout laws. Big data. Automation. What are the major issues affecting Australian society today? MHIS109 explores this question, and examines the ways that history shapes the present. It is designed for history students as well as anyone who wishes to gain a greater understanding of contemporary Australian society. Students from all Faculties are welcome. Each week, issues of topical importance are introduced and given an historical setting. Using a wide range of media and primary sources, we will draw connections between the present and the past and consider the power of history to influence events today.

## 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:

Be able to read and analyse different kinds of historical evidence, including visual and

textual sources

Be able to find, analyse and apply historical information

Be able to communicate effectively in a range of written and/ or oral forms

Be able to identify key changes and continuities in Australian society and the economy over the past 200 years

Be able to identify and analyse important areas of current policy and their historical background

Be able to research sources relevant to the above

## Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Participation</u>	10%	No	Weekly
<u>Quiz</u>	20%	No	Weekly
<u>Analysis Task</u>	30%	No	Friday Week 7
<u>Research Essay</u>	40%	No	Friday Week 12

### Participation

Due: **Weekly**

Weighting: **10%**

Face-to-face and online discussion 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 also monitors your progress across the unit topics. Internal students are expected to attend weekly tutorials and participate in weekly discussions in-class. External and OUA students are expected to make online postings within the time frame of each discussion topic. These begin on Monday of the discussion week and run through to the following Sunday. You will be assessed on the quality of your responses, the frequency of your posts and your engagement with other students. A professional and courteous approach towards staff and fellow students is expected at all times.

On successful completion you will be able to:

- Be able to read and analyse different kinds of historical evidence, including visual and textual sources
- Be able to communicate effectively in a range of written and/ or oral forms
- Be able to identify key changes and continuities in Australian society and the economy over the past 200 years

- Be able to identify and analyse important areas of current policy and their historical background

## Quiz

Due: **Weekly**

Weighting: **20%**

Each week you will be tested on your knowledge with a short, multiple choice, online quiz. There are ten quizzes in the unit, each accounting for 2% of your overall mark. The first quiz runs in Week 2. Quizzes are due on the Sunday night at the end of each week.

On successful completion you will be able to:

- Be able to read and analyse different kinds of historical evidence, including visual and textual sources
- Be able to identify key changes and continuities in Australian society and the economy over the past 200 years

## Analysis Task

Due: **Friday Week 7**

Weighting: **30%**

In this task you will be asked to select an issue of current importance in Australia. You will identify a newspaper article that deals with this issue, and summarise its key points and argument. You will then locate two scholarly articles addressing the background history of this issue, provide their bibliographic information, describe the *evidence* the historian draws on, and give a summary of the main *argument* in each article. The total word length for this task is 600 words.

On successful completion you will be able to:

- Be able to read and analyse different kinds of historical evidence, including visual and textual sources
- Be able to find, analyse and apply historical information
- Be able to communicate effectively in a range of written and/ or oral forms
- Be able to research sources relevant to the above

## Research Essay

Due: **Friday Week 12**

Weighting: **40%**

The major assessment task for this unit is a 1500-word essay. In it you will be asked to provide historical context for one of a range of issues significant in Australian society today. You will be asked to analyse how this history deepens our understanding of the selected issue. More details

about this task will be provided in the iLearn site.

On successful completion you will be able to:

- Be able to read and analyse different kinds of historical evidence, including visual and textual sources
- Be able to find, analyse and apply historical information
- Be able to communicate effectively in a range of written and/ or oral forms
- Be able to identify key changes and continuities in Australian society and the economy over the past 200 years
- Be able to identify and analyse important areas of current policy and their historical background
- Be able to research sources relevant to the above

## Delivery and Resources

There is not text book for this unit. All essential readings will be provided. Students will need to conduct some of their own research online and/ or in the library to complete tasks. External and OUA students will be able to complete all tasks online.

## 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](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**

- Be able to read and analyse different kinds of historical evidence, including visual and textual sources
- Be able to find, analyse and apply historical information
- Be able to communicate effectively in a range of written and/ or oral forms
- Be able to identify key changes and continuities in Australian society and the economy over the past 200 years
- Be able to identify and analyse important areas of current policy and their historical background
- Be able to research sources relevant to the above

## **Assessment tasks**

- Participation
- Analysis Task
- Research Essay

## **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**

- Be able to read and analyse different kinds of historical evidence, including visual and textual sources
- Be able to find, analyse and apply historical information
- Be able to communicate effectively in a range of written and/ or oral forms
- Be able to identify and analyse important areas of current policy and their historical background
- Be able to research sources relevant to the above

## **Assessment tasks**

- Participation
- Quiz
- Analysis Task

- Research 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 outcomes

- Be able to communicate effectively in a range of written and/ or oral forms
- Be able to identify key changes and continuities in Australian society and the economy over the past 200 years
- Be able to identify and analyse important areas of current policy and their historical background
- Be able to research sources relevant to the above

### Assessment tasks

- Participation
- Quiz
- Analysis Task
- Research 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 outcomes

- Be able to read and analyse different kinds of historical evidence, including visual and textual sources
- Be able to find, analyse and apply historical information
- Be able to identify key changes and continuities in Australian society and the economy over the past 200 years



- Be able to identify and analyse important areas of current policy and their historical background
- Be able to research sources relevant to the above

## Assessment tasks

- Participation
- Quiz
- Analysis Task
- Research Essay

## 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

- Be able to read and analyse different kinds of historical evidence, including visual and textual sources
- Be able to find, analyse and apply historical information
- Be able to identify key changes and continuities in Australian society and the economy over the past 200 years
- Be able to identify and analyse important areas of current policy and their historical background
- Be able to research sources relevant to the above

## Assessment tasks

- Participation
- Quiz
- Analysis Task
- Research Essay

## 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**

- Be able to read and analyse different kinds of historical evidence, including visual and textual sources
- Be able to find, analyse and apply historical information
- Be able to research sources relevant to the above

## **Assessment tasks**

- Analysis Task
- Research Essay

## **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 outcome**

- Be able to communicate effectively in a range of written and/ or oral forms

## **Assessment tasks**

- Participation
- Analysis Task
- Research Essay

## **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**

- Be able to find, analyse and apply historical information

- Be able to communicate effectively in a range of written and/ or oral forms
- Be able to identify key changes and continuities in Australian society and the economy over the past 200 years
- Be able to identify and analyse important areas of current policy and their historical background

## **Assessment tasks**

- Participation
- Analysis Task
- Research Essay

## **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**

- Be able to communicate effectively in a range of written and/ or oral forms
- Be able to identify key changes and continuities in Australian society and the economy over the past 200 years
- Be able to identify and analyse important areas of current policy and their historical background

## **Assessment tasks**

- Participation
- Analysis Task
- Research Essay

## **General Assessment Information**

### **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.