



# MHIS1002

## Revolutions, Nationalism and Exploitation in the Modern World 1789-2001

Session 2, Online-flexible 2024

*Department of History and Archaeology*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Tanya Evans

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Credit points

10

Prerequisites

Corequisites

Co-badged status

Unit description

Introduces students to foundational skills and concepts in the study of modern history from the late eighteenth century. Students will traverse the world from 1789 to 2001 looking closely at the role of revolution and the emergence of the nation-state, as well as the cost to humans and the natural world of economic growth and colonisation. Beginning with the French Revolution, the unit investigates conflict and change in the quest for equality and citizenship, telling the story of democratic aspirations in the modern world, including competing visions of modernity. It considers those excluded along with the new forms of solidarity and enmity created against the backdrop of rapid industrialisation, capitalism and environmental change. Students will build a foundational chronology of the modern world and develop skills such as critical and analytical thinking, effective communication and empathy.

## 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:

**ULO1:** Identify core issues and problems in building historical knowledge.

**ULO2:** Treat information in an ethical manner.

**ULO3:** Build personal and communication skills through participation in seminar discussion.

**ULO4:** Build scholarly arguments in response to historical questions, drawing upon primary and secondary sources

## General Assessment Information

**Late Assessment Submission Penalty:** Unless a Special Consideration request has been submitted and approved, a **5% penalty (of the total possible mark) will be applied each day a written assessment is not submitted**, up until the 7th day (including weekends). After the 7th day, a mark of '0' (zero) will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11.55pm. A 1-hour grace period is provided to students who experience a technical issue.

**IMPORTANT NOTE ON MARKS:** Grading decisions for each assessment task will be moderated against the set criteria and standards before task results are released.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Reflective Essay</a>	40%	No	Week 12
<a href="#">Participation</a>	20%	No	Weekly-Weeks 1-13
<a href="#">Document Exercise</a>	40%	No	Week 5

### Reflective Essay

Assessment Type <sup>1</sup>: Essay

Indicative Time on Task <sup>2</sup>: 30 hours

Due: **Week 12**

Weighting: **40%**

The reflective essay forms the major assessment task of the course and requires a high degree of thought, effort and preparation. Students need to make use of the unit's materials from across the semester to make their argument.

The purpose of this assessment task is to provide you an opportunity to develop and exercise skills in collecting and synthesizing evidence from a wide range sources in order to demonstrate a specific argument

On successful completion you will be able to:

- Identify core issues and problems in building historical knowledge.
- Treat information in an ethical manner.
- Build scholarly arguments in response to historical questions, drawing upon primary and secondary sources

## Participation

Assessment Type <sup>1</sup>: Participatory task

Indicative Time on Task <sup>2</sup>: 9 hours

Due: **Weekly-Weeks 1-13**

Weighting: **20%**

Students will be required to complete a weekly blog and respond to questions about weekly content. In the final week they will critically reflect on what they have learned across the unit.

On successful completion you will be able to:

- Identify core issues and problems in building historical knowledge.
- Treat information in an ethical manner.
- Build personal and communication skills through participation in seminar discussion.

## Document Exercise

Assessment Type <sup>1</sup>: Qualitative analysis task

Indicative Time on Task <sup>2</sup>: 30 hours

Due: **Week 5**

Weighting: **40%**

Students are required to pick one primary source and one secondary source that they plan to use for their essay – they must summarise them both and explain why they are useful.

On successful completion you will be able to:

- Identify core issues and problems in building historical knowledge.
- Treat information in an ethical manner.
- Build scholarly arguments in response to historical questions, drawing upon primary and secondary sources

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<sup>1</sup> If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Writing Centre](#) for academic skills support.

<sup>2</sup> Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

## Delivery and Resources

This unit consists of 1 lecture per week + online discussion.

The unit is supported by an iLearn site. Please login and familiarise yourself with this site which contains comprehensive information about all aspects of the unit, including assessments and weekly topics.

## Unit Schedule

**Week 1:** Introduction

**Week 2:** The Industrial Revolution

**Week 3:** Indenture

**Week 4:** La Patrie: France, Germany and the origins of modern nationalism

**Week 5:** The Congo

**Week 6:** Britain's Imagined Communities: from Act of Union to Brexit

**Week 7:** Reinventing the Nation: Chinese Nationalism

**Week 8:** Securing the Nation? Australian national identity and the Asia Pacific Region

**Week 9:** Gulag

**Week 10:** Revolting against colonialism in Africa

**Week 11:** Sexual Revolution

**Week 12:** Human Trafficking

**Week 13:** Neoliberal Revolution

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au). 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](#)
- [Assessment Procedure](#)
- [Complaints Resolution Procedure for Students and Members of the Public](#)

- [Special Consideration Policy](#)

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

To find other policies relating to Teaching and Learning, visit [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au) and use the [search tool](#).

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/admin/other-resources/student-conduct>

## Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## Academic Integrity

At Macquarie, we believe [academic integrity](#) – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free [online writing and maths support](#), [academic skills development](#) and [wellbeing consultations](#).

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## The Writing Centre

[The Writing Centre](#) provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Workshops](#)
- [Chat with a WriteWISE peer writing leader](#)
- [Access StudyWISE](#)
- [Upload an assignment to Studiosity](#)
- [Complete the Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)

- [Ask a Librarian](#)

## Student Services and Support

Macquarie University offers a range of [Student Support Services](#) including:

- [IT Support](#)
- [Accessibility and disability support](#) with study
- Mental health [support](#)
- [Safety support](#) to respond to bullying, harassment, sexual harassment and sexual assault
- [Social support including information about finances, tenancy and legal issues](#)
- [Student Advocacy](#) provides independent advice on MQ policies, procedures, and processes

## Student Enquiries

Got a question? Ask us via [AskMQ](#), or contact [Service Connect](#).

## 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.

## Changes from Previous Offering

Assessment tasks have been reduced from 5 to 3.

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Unit information based on version 2024.03 of the [Handbook](#)