MHIS300
Making History: Capstone Unit
D2 2012
Modern History, Politics and International Relations

Contents

General Information ........................................... 2
Learning Outcomes ............................................. 2
Assessment Tasks .............................................. 3
Delivery and Resources .................................... 5
Unit Schedule .................................................. 7
Policies and Procedures .................................... 7
Graduate Capabilities ....................................... 8
Assessment Policies ......................................... 12

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General Information

Unit convenor and teaching staff
Unit Convenor
Nicholas Baker
nicholas.baker@mq.edu.au
Contact via nicholas.baker@mq.edu.au

Co-Convener
Kate Fullagar
kate.fullagar@mq.edu.au
Contact via kate.fullagar@mq.edu.au

Credit points
3

Prerequisites
30cp or (6cp in HIST or MHIS or POL units at 200 level including 3cp in HIST or MHIS)

Corequisites

Co-badged status

Unit description
This capstone unit is intended to teach and assess the skills that we believe modern history majors should acquire during their study. Students design a research project, identify the best way to achieve its objectives, identify the relevant research materials and archives, and produce a professional piece of written work that communicates their findings in the most appropriate format. Students also work with people from different backgrounds, give and receive valuable feedback that improves their work, and communicate their findings orally in clear and concise presentations.

Important Academic Dates
Information about important academic dates including deadlines for withdrawing from units are available at https://students.mq.edu.au/important-dates

Learning Outcomes
On successful completion of this unit, you will be able to:

- Understand key developments in modern historiography;
- Learn how to formulate research questions about the past;
- Understand the kinds of research needed to answer these questions;
Develop a range of skills in historical research in both primary and secondary sources; Be able to structure their research into a coherent argument or thesis; Communicate their research in a range of oral and written forms, including (but not limited to) an academic essay; Give and receive effective, constructive feedback on their work and the work of other students in the unit; Be able to work independently on a large piece of work over an extended period of time.

### Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Project Proposal</td>
<td>15%</td>
<td>3/9/2012</td>
</tr>
<tr>
<td>Work-in-Progress Presentation</td>
<td>10%</td>
<td>8/10/2012</td>
</tr>
<tr>
<td>Research Project</td>
<td>40%</td>
<td>24/10/2012</td>
</tr>
<tr>
<td>History in Practice Task</td>
<td>20%</td>
<td>20/11 and 23/11/2012</td>
</tr>
<tr>
<td>Seminar Participation</td>
<td>15%</td>
<td>Assessed weekly</td>
</tr>
</tbody>
</table>

### Research Project Proposal

**Due:** 3/9/2012  
**Weighting:** 15%

A 1,000 proposal outlining the chosen topic and research plan for the Research Project. Detailed guidelines and grading criteria will be available on iLearn from Monday 30 July 2012.

On successful completion you will be able to:  
- Understand key developments in modern historiography;  
- Learn how to formulate research questions about the past;  
- Understand the kinds of research needed to answer these questions;  
- Develop a range of skills in historical research in both primary and secondary sources;

### Work-in-Progress Presentation

**Due:** 8/10/2012  
**Weighting:** 10%

Students will make a short (5 minute) presentation to their seminar class about their Research Project: the topic, progress thus far, and key discoveries. Students must use a presentation tool such as PowerPoint or Prezi to deliver their presentation. This assignment will be assessed in...
class on the due date.

Detailed guidelines and grading criteria will be available on iLearn from Monday 30 July 2012.

On successful completion you will be able to:

- Understand key developments in modern historiography;
- Learn how to formulate research questions about the past;
- Understand the kinds of research needed to answer these questions;
- Develop a range of skills in historical research in both primary and secondary sources;
- Be able to structure their research into a coherent argument or thesis;
- Communicate their research in a range of oral and written forms, including (but not limited to) an academic essay;
- Give and receive effective, constructive feedback on their work and the work of other students in the unit;

Research Project

Due: 24/10/2012
Weighting: 40%

This 4,000 word research paper is the major assessment task in this unit. Students must devise an original research question from their own historical interests and develop the means to answer it, using relevant primary and secondary sources. Conducting original research is central to the project. The seminars of the unit are intended to scaffold the development of the research project, in conjunction with consultations with Modern History staff including the unit co-coveners. Students will work with one member of staff in particular on their project, and should aim to consult with them at least four times during the semester.

Guidelines and grading criteria will be available on iLearn from Monday 30 July 2012.

On successful completion you will be able to:

- Understand key developments in modern historiography;
- Learn how to formulate research questions about the past;
- Understand the kinds of research needed to answer these questions;
- Develop a range of skills in historical research in both primary and secondary sources;
- Be able to structure their research into a coherent argument or thesis;
- Communicate their research in a range of oral and written forms, including (but not limited to) an academic essay;
- Give and receive effective, constructive feedback on their work and the work of other students in the unit;
- Be able to work independently on a large piece of work over an extended period of time.
History in Practice Task

Due: 20/11 and 23/11/2012
Weighting: 20%

Students will be required to submit an 800-word blog piece that presents the principal conclusions of their Research Project in a style accessible to a broad (non-specialized) audience. Students must submit their own blog post to the MHIS300 unit blog site by 5 pm on 20 November. Students must then also post short, constructive comments on at least two other pieces submitted by MHIS300 2012 students.

Detailed guidelines and grading criteria will be available on iLearn from Monday 30 July 2012.

On successful completion you will be able to:

- Be able to structure their research into a coherent argument or thesis;
- Communicate their research in a range of oral and written forms, including (but not limited to) an academic essay;
- Give and receive effective, constructive feedback on their work and the work of other students in the unit;

Seminar Participation

Due: Assessed weekly
Weighting: 15%

Knowledge only advances through debate and engagement with others: learning is not a solitary enterprise. Students are expected to attend and participate in weekly seminar discussions. Students must provide appropriate documentation (such as a medical certificate) to explain any absence from the weekly seminar. At the end of the semester, students will complete a self-assessment form on their seminar participation, one-third of their Participation grade will be based on this self-assessment.

On successful completion you will be able to:

- Be able to structure their research into a coherent argument or thesis;
- Communicate their research in a range of oral and written forms, including (but not limited to) an academic essay;
- Give and receive effective, constructive feedback on their work and the work of other students in the unit;

Delivery and Resources

Classes

Day
For seminar times and classrooms please consult the MQ Timetables website: http://www.timetables.mq.edu.au.

Please note that in Weeks 1 and 3 the entire Unit will meet as one group in a location TBA during the regular seminar time slot -- please consult iLearn for location details.

**Required and Recommended Texts and/or Materials**

**Required Readings**

A Unit Reader containing all the required readings for this unit will be available for purchase from the Co-Op Bookshop. All students are expected to own a copy of this Reader. A copy of the Reader will also be available on Reserve in the MQ Library.

**Recommended Readings**

The following texts are available on Reserve in the MQ Library:

E.H. Carr *What Is History?*

Ann Curthoys and Ann McGrath *How To Write History That People Want to Read*

Ann Curthoys and John Docker *Is History Fiction?*

*Experiments in Re-Thinking History*, ed. Alan Munslow and Robert Rosenstone

Ludmilla Jordanova *History in Practice*

Stuart McIntyre and Anna Clark *The History Wars*

Beverly Southgate *What is History For?*

*Making History: An Introduction to the History and Practices of a Discipline*, ed. Peter Lambert and Philipp Schofield

*New Perspectives on Historical Writing*, ed. Peter Burke

John Tosh with Sean Lang *The Pursuit of History: Aims, Methods, and New Directions in the Study of Modern History*

*What Is History Now?* ed. David Cannadine

**Required Technologies**

This unit uses iLearn. All students are expected to have access to the internet and a computer. All students are required to possess basic computer skills (such as word processing and web browsing).
What Has Changed?

Some changes have been made to the required readings since 2011.

Unit Schedule

A detailed weekly schedule for the seminars and required readings will be available to enrolled students via iLearn.

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:

Special Consideration Policy: http://www.mq.edu.au/policy/docs/special_consideration/policy.html

In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

Student Support

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at: http://students.mq.edu.au/support/.

UniWISE provides:

- Online learning resources and academic skills workshops http://www.mq.edu.au/learning_skills/
- Personal assistance with your learning & study related questions.
- The Learning Help Desk is located in the Library foyer (level 2).
- Online and on-campus orientation events run by Mentors@Macquarie.

Student Enquiry Service

Details of these services can be accessed at http://www.student.mq.edu.au/ses/.

Equity Support

Students with a disability are encouraged to contact the Disability Support Unit who can provide appropriate help with any issues that arise during their studies.

IT Help

If you wish to receive IT help, we would be glad to assist you at http://informatics.mq.edu.au/help/.
When using the university’s IT, you must adhere to the [Acceptable Use Policy](https://unitguides.mq.edu.au/unit_offerings/31891/unit_guide/print). The policy applies to all who connect to the MQ network including students and it outlines what can be done.

## Graduate Capabilities

### 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

- Understand key developments in modern historiography;
- Learn how to formulate research questions about the past;
- Understand the kinds of research needed to answer these questions;
- Develop a range of skills in historical research in both primary and secondary sources;
- Be able to structure their research into a coherent argument or thesis;
- Communicate their research in a range of oral and written forms, including (but not limited to) an academic essay;
- Be able to work independently on a large piece of work over an extended period of time.

### Assessment tasks

- Research Project Proposal
- Work-in-Progress Presentation
- Research Project
- History in Practice Task
- Seminar 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.

This graduate capability is supported by:
Learning outcomes

- Learn how to formulate research questions about the past;
- Understand the kinds of research needed to answer these questions;
- Be able to structure their research into a coherent argument or thesis;
- Communicate their research in a range of oral and written forms, including (but not limited to) an academic essay;

Assessment tasks

- Research Project Proposal
- Work-in-Progress Presentation
- Research Project
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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:

Learning outcomes

- Learn how to formulate research questions about the past;
- Understand the kinds of research needed to answer these questions;
- Develop a range of skills in historical research in both primary and secondary sources;
- Be able to structure their research into a coherent argument or thesis;
- Be able to work independently on a large piece of work over an extended period of time.

Assessment tasks

- Research Project Proposal
- Work-in-Progress Presentation
- Research Project
- Seminar Participation

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**

- Learn how to formulate research questions about the past;
- Understand the kinds of research needed to answer these questions;
- Be able to structure their research into a coherent argument or thesis;
- Communicate their research in a range of oral and written forms, including (but not limited to) an academic essay;

**Assessment tasks**

- Research Project Proposal
- Research Project
- History in Practice Task

**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**

- Be able to structure their research into a coherent argument or thesis;
- Communicate their research in a range of oral and written forms, including (but not limited to) an academic essay;
- Give and receive effective, constructive feedback on their work and the work of other students in the unit;

**Assessment tasks**

- Work-in-Progress Presentation
- Research Project
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- Seminar 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**

- Give and receive effective, constructive feedback on their work and the work of other students in the unit;

**Assessment tasks**

- Research Project
- Seminar 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:

**Learning outcome**

- Give and receive effective, constructive feedback on their work and the work of other students in the unit;

**Assessment tasks**

- Research Project
- History in Practice Task
- Seminar Participation

**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**

- Learn how to formulate research questions about the past;
- Understand the kinds of research needed to answer these questions;
• Develop a range of skills in historical research in both primary and secondary sources;
• Communicate their research in a range of oral and written forms, including (but not limited to) an academic essay;
• Give and receive effective, constructive feedback on their work and the work of other students in the unit;
• Be able to work independently on a large piece of work over an extended period of time.

Assessment tasks

• Research Project Proposal
• Work-in-Progress Presentation
• Research Project
• History in Practice Task

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

• Be able to work independently on a large piece of work over an extended period of time.

Assessment tasks

• Research Project
• History in Practice Task
• Seminar Participation

Assessment Policies

Assignment Submission

Written work must be submitted in hard copy via the Arts Student Centre in W6A.

Students must complete, print, and attach a signed coversheet to all submitted work. To generate a personalized coversheet via this link to the Student Section of the Faculty of Arts website.
Return of Marked Work
Students will need to arrange to meet with their Research Project supervisor during Week 7 in order to collect and discuss their Research Proposal. Arrangements for the return of the Research Project will be announced on iLearn toward the end of the semester.

Extensions and Special Consideration
Students who encounter difficulties in meeting the assessment deadlines should apply for an extension directly to teaching staff in advance of the due date. Appropriate documentation (such as a medical certificate) must be provided for an extension request to be approved. No extensions will be granted on or after the due date for the assignment in question.

Written work submitted late without an extension will receive a 2% penalty for every day late.

Special Consideration
Students should familiarize themselves with the University's Special Consideration Policy before submitting such a request.

Students can submit requests for Special Consideration online via ask.mq.edu.