



# MHIS302

## Australian History since 1901

S1 External 2014

*Dept of Modern History, Politics & International Relations*

### Contents

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<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	9
<u>Unit Schedule</u>	15
<u>Policies and Procedures</u>	17
<u>Graduate Capabilities</u>	18

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## General Information

Unit convenor and teaching staff

Unit Convenor

Tanya Evans

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Unit Convenor

Mark Hearn

[mark.hearn@mq.edu.au](mailto:mark.hearn@mq.edu.au)

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Credit points

3

Prerequisites

39cp 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 unit presents a social and cultural history of Australia in the twentieth century, offering broad ranging and diverse interpretations of the period. We cover the fundamental political changes from the early years of the Labor Party, right through to the rise of the Right and Pauline Hanson on the cusp of the new millennium. We explore the foundations of the Australian national identity and analyse the manifest social changes that occurred across the century. We feature the central developments of the century, from war to depression and back to war again, as well as addressing the everyday experiences of Australians through looking at migration, suburbanisation, protest, and popular culture. The unit will be of particular interest to education students who are intending to teach Australian history in schools.

## 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:

At the end of this unit, we anticipate that you will develop the following skills: 1. read and

analyse different kinds of historical evidence, including visual and textual sources; 2. find, analyse and apply historical information (especially self-located research materials); 3. Communicate effectively in oral forms, and in a range of written forms; 4. Engage effectively in group work with your peers; 5. Participate actively in group discussions; We also hope that you will acquire and demonstrate knowledge in the following areas: 6. Describe the main changes and continuities in Australian society and the economy 7. Understand the basic political, administrative and economic structures of the period 8. Outline the dominant understandings and ideologies throughout the century 9. Explain how Australia interacted with the rest of the world 10. Understand the interactions between white Australia and Aboriginal Australia 11. Discuss the emergence of new political and social forms in the 1960s and 1970s. 12. Consider the social and political movements of the 1980s and 1990s 13. Pinpoint moments of crisis between 1901 and 1999.

## Assessment Tasks

Name	Weighting	Due
<a href="#"><u>1. Research essay plan</u></a>	20%	Thursday 24th March 2014 5pm
<a href="#"><u>2. Research essay</u></a>	40%	Monday 5th May 2014 5pm
<a href="#"><u>3. Group class presentation</u></a>	10%	In class
<a href="#"><u>4. Class/online participation</u></a>	10%	Across semester
<a href="#"><u>5. Take home exam</u></a>	20%	Friday 20th June 2014 5 pm

### 1. Research essay plan

Due: **Thursday 24th March 2014 5pm**

Weighting: **20%**

#### 1. Research essay plan (20%) Due Thursday 24<sup>th</sup> March 2014, 5pm, 1200 words maximum

Pick a topic in this course and design a research question focusing on the **historiography** of this topic; i.e. the history of how this topic has been studied and interpreted by historians over the years. You are encouraged to seek your own sources but as a guide consult the readings suggested in your unit reader.

Submit a research essay proposal including the following information:

1. The essay question you have designed. NB This must be a question, not a vague topic,

because your essay will be marked according to the question you have designed.

2. One page describing how you will approach this essay, explaining what questions or issues you will focus on; why these are significant; and what kind of sources will be most useful for your project. Include short answers to the following questions:

- a. What is my topic about?
- b. Who are the major historians who have written about this topic?
- c. What other secondary sources will I need to shed light on my topic?
- d. Are there other themes or issues I need to explore in order to understand this topic properly? E.g. do I need to find out more about socialist vs. liberal arguments? Do I need to understand concepts such as 'memory', 'gender' or 'identity'?

3. An annotated bibliography of five of the most useful secondary sources for researching this essay. (Your major research essay will of course require more than five sources!)

This is an **historiographical** task which assesses whether students have understood the topic; shown good judgement in the kinds of historical sources required for 300-level university history essays; and understood how and why different historians have different approaches to or interpretations of historical events.

**NOTE:** an assessment rubric for this assignment is attached at the end of this unit guide. After this assignment is returned to you, you will be required to retain the marker's comments and resubmit them with your major essay, along with a short statement about how you have responded to the feedback provided in your second piece of work for the unit.

On successful completion you will be able to:

- At the end of this unit, we anticipate that you will develop the following skills: 1. read and analyse different kinds of historical evidence, including visual and textual sources; 2. find, analyse and apply historical information (especially self-located research materials); 3. Communicate effectively in oral forms, and in a range of written forms; 4. Engage effectively in group work with your peers; 5. Participate actively in group discussions; We also hope that you will acquire and demonstrate knowledge in the following areas: 6. Describe the main changes and continuities in Australian society and the economy 7. Understand the basic political, administrative and economic structures of the period 8. Outline the dominant understandings and ideologies throughout the century 9. Explain how Australia interacted with the rest of the world 10. Understand the interactions between white Australia and Aboriginal Australia 11. Discuss the emergence of new political and social forms in the 1960s and 1970s. 12. Consider the social and political

movements of the 1980s and 1990s 13. Pinpoint moments of crisis between 1901 and 1999.

## 2. Research essay

Due: **Monday 5th May 2014 5pm**

Weighting: **40%**

**2. Research Essay (40%) Due Monday 5<sup>th</sup> May 2014, 5pm, 3000 words (excluding references)** The aim of this task is to assess your ability to produce an extended response, in written form, to a specific question that you formulated for Task 1. At 300 level, you should aim to produce history essays that reflect your ability to conduct self-directed research (in both primary and secondary sources), to find and analyse information, and to write clearly and cogently. The main essay should be fully referenced in line with the 'writing essays in history' referencing guide. You will be penalised in the major essay for inadequate or incorrect referencing.

**NOTE:** an assessment rubric for this assignment is attached at the end of this unit guide. Please ensure when you submit your essay that you also hand in a copy of your feedback form from your first assignment (the journal article review and research plan) with a short statement outlining the ways that you have responded to feedback from the first assignment in your essay.

On successful completion you will be able to:

- At the end of this unit, we anticipate that you will develop the following skills: 1. read and analyse different kinds of historical evidence, including visual and textual sources; 2. find, analyse and apply historical information (especially self-located research materials); 3. Communicate effectively in oral forms, and in a range of written forms; 4. Engage effectively in group work with your peers; 5. Participate actively in group discussions; We also hope that you will acquire and demonstrate knowledge in the following areas: 6. Describe the main changes and continuities in Australian society and the economy 7. Understand the basic political, administrative and economic structures of the period 8. Outline the dominant understandings and ideologies throughout the century 9. Explain how Australia interacted with the rest of the world 10. Understand the interactions between white Australia and Aboriginal Australia 11. Discuss the emergence of new political and social forms in the 1960s and 1970s. 12. Consider the social and political movements of the 1980s and 1990s 13. Pinpoint moments of crisis between 1901 and 1999.

## 3. Group class presentation

Due: **In class**

Weighting: **10%**

**3. Group class presentation (10%) Internal students: assessed in class** This task is designed to assess your oral communication skills and your ability to work with others. At the beginning of semester, we will assign tutorial topics to presenters. Working with at least one other student, together, you will run the first 15 minutes of the tutorial - and you can do anything except read a written paper. You could conduct a debate, show some images, run a role play, conduct a quiz, put students in small groups for discussion, show an extract from a film, anything! You will be assessed on five criteria as a group:

- Preparation
- Organization
- Content
- Creativity
- Engagement

You will be marked as a group for this task. A rubric is attached at the back of this unit guide which outlines the criteria for the task.

#### **External Students: assessed online**

This task is designed to assess your written communication skills in informal settings, and your ability to lead and manage discussion. At the beginning of semester we will assign tutorial topics to presenters. Working with at least one other student (using online discussion tools to plan your presentation) you will lead online discussion, using stimulus material or activities to engage your audience. Remember, don't post an essay online - keep presentations short. The point of the exercise is to lead discussion: which means you need to encourage participation. You will be assessed on five criteria as a group:

- Preparation
- Organization
- Content
- Creativity
- Engagement

You will be assessed as a group and your group will receive a mark out of 10 for your presentation.

On successful completion you will be able to:

- At the end of this unit, we anticipate that you will develop the following skills: 1. read and analyse different kinds of historical evidence, including visual and textual sources; 2. find, analyse and apply historical information (especially self-located research materials);

3. Communicate effectively in oral forms, and in a range of written forms; 4. Engage effectively in group work with your peers; 5. Participate actively in group discussions; We also hope that you will acquire and demonstrate knowledge in the following areas: 6. Describe the main changes and continuities in Australian society and the economy 7. Understand the basic political, administrative and economic structures of the period 8. Outline the dominant understandings and ideologies throughout the century 9. Explain how Australia interacted with the rest of the world 10. Understand the interactions between white Australia and Aboriginal Australia 11. Discuss the emergence of new political and social forms in the 1960s and 1970s. 12. Consider the social and political movements of the 1980s and 1990s 13. Pinpoint moments of crisis between 1901 and 1999.

## 4. Class/online participation

Due: **Across semester**

Weighting: **10%**

**4. Class participation (10%) assessed in class and online across semester** This mark will be awarded on the basis of tutorial participation. Just turning up to class is not enough! You need to come to class each week prepared to discuss issues relevant to the tutorial in an informed way - that is, DO THE READING! You must also be prepared to engage with other students in discussion - this means that you need to listen as well as speak. For external students, you must log on each week and read the postings, and offer your own in response. Remember that online tutorials are a kind of conversation, so remember to keep your responses reasonably brief and try to refer to other's comments in your posts.

\* There is a tutorial self-assessment sheet in the back of your unit guide. You will complete this at the end of semester and we will be using the sheet to guide our grading of your tutorial performance.

On successful completion you will be able to:

- At the end of this unit, we anticipate that you will develop the following skills: 1. read and analyse different kinds of historical evidence, including visual and textual sources; 2. find, analyse and apply historical information (especially self-located research materials); 3. Communicate effectively in oral forms, and in a range of written forms; 4. Engage effectively in group work with your peers; 5. Participate actively in group discussions; We also hope that you will acquire and demonstrate knowledge in the following areas: 6. Describe the main changes and continuities in Australian society and the economy 7. Understand the basic political, administrative and economic structures of the period 8. Outline the dominant understandings and ideologies throughout the century 9. Explain how Australia interacted with the rest of the world 10. Understand the interactions

between white Australia and Aboriginal Australia 11. Discuss the emergence of new political and social forms in the 1960s and 1970s. 12. Consider the social and political movements of the 1980s and 1990s 13. Pinpoint moments of crisis between 1901 and 1999.

## 5. Take home exam

Due: **Friday 20th June 2014 5 pm**

Weighting: **20%**

### 5. Take Home Exam (20%) 1500 words Due Friday 20<sup>th</sup> June 2014 5pm

A take home exam will be handed out in the final lecture. The take home exam is based on the lecture and tutorial program, and will be a direct response to the issues raised. The main purpose of this assessment task is to test your ability to produce a brief but clear and logical argument that is supported by evidence. For this task, you need not consult any readings beyond those listed as required or recommended. Referencing should be consistent with an exam task and sources and quotations clearly identified by in-text references. Students who have been found to have engaged in plagiarism or collusion will fail the exam.

Note: as the final assessment is an exam, no extensions will be granted. Please contact us in case of substantial sickness or misadventure.

**NOTE:** an assessment rubric for this assignment is attached at the end of this unit guide.

On successful completion you will be able to:

- At the end of this unit, we anticipate that you will develop the following skills: 1. read and analyse different kinds of historical evidence, including visual and textual sources; 2. find, analyse and apply historical information (especially self-located research materials); 3. Communicate effectively in oral forms, and in a range of written forms; 4. Engage effectively in group work with your peers; 5. Participate actively in group discussions; We also hope that you will acquire and demonstrate knowledge in the following areas: 6. Describe the main changes and continuities in Australian society and the economy 7. Understand the basic political, administrative and economic structures of the period 8. Outline the dominant understandings and ideologies throughout the century 9. Explain how Australia interacted with the rest of the world 10. Understand the interactions between white Australia and Aboriginal Australia 11. Discuss the emergence of new political and social forms in the 1960s and 1970s. 12. Consider the social and political movements of the 1980s and 1990s 13. Pinpoint moments of crisis between 1901 and 1999.

## Delivery and Resources

### Researching Your Work

#### Evidence: Primary & Secondary Sources

It is essential that you use scholarly sources in all essays submitted to the Department of Modern History. Scholarly sources enable your reader to verify the facts and views presented in them. Similarly, using such sources for your own work will allow your reader to 'check the facts' and obtain more information on the topic. Scholarly sources are divided into two main groups - primary sources and secondary sources. There are examples of both these kinds of sources in your unit reader.

**Primary sources** are texts (documents, books, films, images or any other kind of evidence) that were produced by someone who participated in an era or an event. These texts are usually produced at the time of the event but may also be produced afterwards (e.g. an autobiography or oral history). They provide direct evidence for a topic. For example, a television program, a novel, a newspaper or magazine published during the period you are studying are all primary sources.

#### Where do I find primary sources?

Start with the primary sources in your course reader, and remember, the internet has lots of excellent primary source materials included on websites, although you should always be very careful about verifying material available on the internet - if in doubt, check with your tutor. But the best places to see primary sources are museums and state libraries, like the Mitchell Library in Macquarie St, Sydney. The Mitchell Library is the best place in the world to research Australian history, and a great place to find some sources for your essay. The library runs free tours and the staff are always happy to help with enquiries. You can search their catalogue on their website at: <http://www.sl.nsw.gov.au/>

Other useful repositories of primary sources found online are:

- Australian screen online - <http://aso.gov.au/>
- Picture Australia - <http://www.pictureaustralia.org/>
- Trove (where you can search digitized copies of the *Australian Women's Weekly*, among other things) - <http://trove.nla.gov.au/>

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### Tips on getting started

Think about what topic you would like to explore and how you could do this using primary sources complemented by secondary research. For example, if you are interested in daily life in 1930s Australia, are there memoirs that you can use? You might try doing a database search in the library's catalogue, JSTOR, or Google Scholar for the keywords: 1930s Australia + autobiography or memoir. Once you have located your primary source, how can you best analyse this? For this topic, you will need to know something about the general history of 1930s Australia, the history of everyday life during the Depression, as well as the background of the author, especially if they were particularly significant at that time. If they were not significant how can we contextualise this individual? If the memoir was about childhood, you might want to research "youth" to see how typical the author's childhood was, i.e. to contextualize the author's experiences and evaluate how typical these experiences were. If the author was Catholic you might want to research the experiences of Catholics during this period. In other words, you now have several different types of searches to do for this topic.

Whatever source you choose, your emphasis should be on *analysing the source within the context of wider secondary reading*.

**Secondary sources** are texts about a topic or a primary source and are produced after the period or event with which you are concerned. They are not a direct source of evidence. They are written not by participants in the events described, but by scholars. While secondary sources include encyclopedias, almanacs and school texts, these are not adequate sources for university essays. Instead you should use those secondary sources, such as books, academic journal articles, book chapters and websites, created by established scholars (usually professional historians or other academics who work in universities or research institutions such as museums). Books like Richard Waterhouse's *Private Pleasures, Public Leisure: A History of Australian Popular Culture since 1788*, journal articles and book chapters are all examples of scholarly sources.

### **Where do I find Secondary Sources?**

Secondary sources are found in libraries, and you are expected to make full use of whatever library resources you are able to access. District libraries can order books on inter-library loan if they are given sufficient notice, and most university graduates can arrange reading or even borrowing privileges at their former universities. Macquarie university library also provides books through the postal

system for students enrolled in distance education units, though there are limits on the number of books you can borrow at any given time. Many journal articles and book chapters can be accessed through Macquarie University's e-Reserve system, and increasingly, journal articles are available online, either directly, or through gateways and databases provided by the library. Also remember that resources like the *Australian Dictionary Of Biography* are now available online: <http://adbonline.anu.edu.au/adbonline.htm>. For further information about the Macquarie University library and the services for distance education students, go to: <http://www.lib.mq.edu.au/borrowing/distance-ed-students.html>

The library also offers online training in database searching and online research, which is highly recommended for this unit. Go to the website: <http://infoskills.mq.edu.au/>

### **Writing your history essay**

The department of Modern History has an extensive guide to writing and referencing essays on its website: <http://www.modhist.mq.edu.au/essays.html>.

### **Developing your writing skills**

A Writing Skills Advisory Service operates throughout the academic year. Students who want individual help with essay writing can make an appointment to see a writing skills adviser by contacting the Centre for Open Education in building X5B (ph. 9850 7470). More information at:

[http://www.ling.mq.edu.au/support/writing\\_skills/index.htm](http://www.ling.mq.edu.au/support/writing_skills/index.htm)

### **Attendance**

If you are unable to attend a tutorial, you should contact your tutor. Attendance at tutorials (or active participation in online tutorials for external students) is an essential component of the course and three or more absences from the tutorials without prior notification and adequate explanation may mean you fail this unit. 10% of your final grade in this course is assigned according to your tutorial participation.

### **Examination(s)**

There is no examination for MHIS302.

### **Assignment submission**

**Internal Students: Please submit all assignments on to I-Learn.** Assignments

must include a Faculty of Arts cover sheet, a heading that identifies the question chosen and a bibliography. Arts students now generate their own personalized cover sheet from the Faculty of Arts website. Students must complete a coversheet, print and attach it to their assessment task. Cover sheets are generated at the following website:

[http://www.arts.mq.edu.au/current\\_students](http://www.arts.mq.edu.au/current_students) Assignments have to be typed, and they must be double or one and a half line spaced.

### **External Students: All assignments must be submitted on I-Learn.**

Assignments must include a heading that identifies the question chosen and a bibliography.

### **Extensions and penalties**

If you anticipate any difficulty in meeting assigned due dates then it is important that you contact us as early as possible. Please avoid asking for extensions. Missing deadlines complicates the work of markers and puts you behind. If you have to ask for an extension, request it before the deadline, and only request it if you face serious crises that can be documented in some way (e.g. with a medical certificate). 'Getting behind with your work' or 'I had other deadlines' do not count. 2% of credit will be deducted per day for assignments handed in late without an extension. If your assessment task is more than two weeks late, and you do not have special consideration, you will need to gain the permission of the unit convenor before submitting that task. Tasks more than two weeks late, without special consideration, will be marked on a pass/fail basis. 5% of credit will be deducted for assignments that exceed the word length by 10% or more. Assignments handed in early will not be marked and returned before the due date. Always keep a copy of your assessment tasks in case they get lost in the system.

### **Returning assignments**

We will mark and return your first assignment in time for you to consider our advice when working on your second assignment. We will endeavour to mark and return all of the second essays before the end of semester.

### **Special Consideration**

No work will be accepted for marking beyond 1 December 2013 unless you have submitted a request for special consideration with adequate and appropriate supporting evidence. Please note that requests for special consideration are not granted automatically, and are reserved for unforeseen and serious circumstances

such as prolonged illness, hospitalisation or bereavement in your immediate family. If you believe that you qualify for special consideration, please contact me as soon as is practically possible.

**DELIVERY AND RESOURCES Delivery:** Day, External, Online

**This unit will use: I Learn**

### **Times and Locations for Lectures and Tutorials**

For current updates, lecture times and classrooms please consult the MQ Timetables website: <http://www.timetables.mq.edu.au>.

Weekly classes for MHIS302 consist of 2 x 1 hour lectures and 1 x 1 hour tutorials.

#### **Lectures (attend both):**

Monday 12-1pm C4A 318 Theatrette

Thursday 10-11am C4A 315 Theatrette

#### **Tutorials (attend one):**

Monday 2-3pm E5A 140

Friday 11-12 W5C 210

Friday 2-3 W5C 210

Thursday 1-2 X5B 251

### **Required and recommended resources**

The essential readings for each week are in the MHIS302 Unit reader, available for purchase at the Co-op Bookshop. It is not necessary to purchase any other texts. Many additional readings for the unit are held in e-reserve.

NOTE: Tutorial Guide and readings are all found in the MHIS302 unit reader, for sale in the Co-Op Bookshop. All the questions for tutorials are in the reader.

## MHIS302

### Tutorial Self-Assessment Form

As noted in your unit guide, 10% of your grade in this course is awarded on the basis of your participation in weekly tutorials. This means more than simply turning up – it is not an attendance mark!

This form is designed to do two things: first, to give you an indication of the sorts of criteria that are used to assess your participation, and second, to assist your tutor assign a grade for your participation at the end of semester. The form will be distributed in the final tutorial for you to complete. It is important to answer HONESTLY – if you award yourself consistently high grades, these need to be supported with evidence.

(note: this form is based on a similar one developed by the convenor of HY/PL3017 'Screening History and the Politics of Moving Pictures' at the University of Notre Dame).

Name:

Tutorial time:

**1. Attendance** (as tutorial attendance is compulsory, zero marks are awarded for attendance alone. However, your attendance affects your ability to participate). If you have attended at least 11 tutorials out of 13, then award yourself an 'average' result. If you have a perfect attendance record, then you can give yourself an 'excellent' result.

Please circle: poor

average

good

excellent

**2. Preparation** – I always came to class having completed all the essential readings

Please circle: rarely

occasionally

mostly

always

**3. Contribution** – I offered answers to specific questions asked by the tutor and directed to the whole class

Please circle: rarely                      occasionally                      mostly                      always

**4. Participation** – I made valuable contributions when I participated in small group activities in class

Please circle: rarely                      occasionally                      mostly                      always

**5. I would rate my overall performance in tutorials as:**

Please circle:

10-40                      50-64                      65-74                      75-84  
 85-100

fail                      pass                      credit                      distinction                      High  
 distinction

## Unit Schedule

### Lecture and Tutorial program at a glance

Week	Date	Lectures Mon 10-11, Thurs 11-12	Tutorial topic	Assessment
1	Week beginning 3 March	1. Introduction (TE and MH) 2. Federation and making a national identity (MH)	Introduction: please attend tutorials	Selecting presentation topics
2	Week beginning 10 March	3. White man's country? Population anxieties (TE) 4. WWI and Australia (MH)	Federation and white Australia	

3	Week beginning 17 March	5. Australia after the Great War (TE) 6. The Great Depression (MH)	WWI and conscription debates	
4	Week beginning 24 March	7. Australia and WWII (MH) 8. Women and WWII (TE)	Experiences of the Great Depression	
5	Week beginning 31 March	9. Menzies era and the Cold War (MH) 10. Postwar Migration, Assimilation and Indigenous policy(TE)	WWII and Americanization	Research Essay Plan due
6	Week beginning 7 April	11. The Golden Age? The political economy of post-war Australia, 1950-1970 (MH) 12. Faith, culture and suburbanisation in post war Australia (TE)	The Stolen generations and Menzies – <b>Australian History Museum</b>	
7	Week beginning 14 April <b>Reading Week</b>	<b>Reading week</b>	<b>Reading week</b>	
<b>Mid-semester break</b>				
8	Week beginning 5 May	13. Post-WW2 culture and national identity, 1945-1970 (MH) 14. Australia in Asia (TE)	Vietnam and social change	Research essay due

9	Week beginning 12 May	15. Whitlam and the Dismissal (MH) 16. Youth culture and sexuality (TE)	Whitlam and the dismissal	
10	Week beginning 19 May	17. Women's liberation to feminism (TE) 18. The environmental movement (TE)	Women's liberation movement	
11	Week beginning 26 May	19. Multiculturalism and migration (TE) 20. Economic change, 1973-2013 (MH)	Multiculturalism and migration	
12	Week beginning 2 <sup>nd</sup> June	21. Campaigning for indigenous rights (TE) 22. The History Wars (MH)	The age of Mabo	
13	Week beginning 9 <sup>th</sup> June	<b>Monday public holiday</b> 23. Conclusion and take-home exam (TE/MH)	Teaching Australian history	Take Home Exam due 20 June 2013 5 pm

## 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:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy [http://mq.edu.au/policy/docs/grievance\\_management/policy.html](http://mq.edu.au/policy/docs/grievance_management/policy.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of 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/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## 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://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### 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**

- At the end of this unit, we anticipate that you will develop the following skills: 1. read and analyse different kinds of historical evidence, including visual and textual sources; 2. find, analyse and apply historical information (especially self-located research materials); 3. Communicate effectively in oral forms, and in a range of written forms; 4. Engage effectively in group work with your peers; 5. Participate actively in group discussions; We also hope that you will acquire and demonstrate knowledge in the following areas: 6. Describe the main changes and continuities in Australian society and the economy 7. Understand the basic political, administrative and economic structures of the period 8. Outline the dominant understandings and ideologies throughout the century 9. Explain how Australia interacted with the rest of the world 10. Understand the interactions between white Australia and Aboriginal Australia 11. Discuss the emergence of new political and social forms in the 1960s and 1970s. 12. Consider the social and political movements of the 1980s and 1990s 13. Pinpoint moments of crisis between 1901 and 1999.

## **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**

- At the end of this unit, we anticipate that you will develop the following skills: 1. read and analyse different kinds of historical evidence, including visual and textual sources; 2. find, analyse and apply historical information (especially self-located research materials); 3. Communicate effectively in oral forms, and in a range of written forms; 4. Engage effectively in group work with your peers; 5. Participate actively in group discussions; We also hope that you will acquire and demonstrate knowledge in the following areas: 6. Describe the main changes and continuities in Australian society and the economy 7.

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## 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

- At the end of this unit, we anticipate that you will develop the following skills: 1. read and analyse different kinds of historical evidence, including visual and textual sources; 2. find, analyse and apply historical information (especially self-located research materials); 3. Communicate effectively in oral forms, and in a range of written forms; 4. Engage effectively in group work with your peers; 5. Participate actively in group discussions; We also hope that you will acquire and demonstrate knowledge in the following areas: 6. Describe the main changes and continuities in Australian society and the economy 7. Understand the basic political, administrative and economic structures of the period 8. Outline the dominant understandings and ideologies throughout the century 9. Explain how Australia interacted with the rest of the world 10. Understand the interactions between white Australia and Aboriginal Australia 11. Discuss the emergence of new political and social forms in the 1960s and 1970s. 12. Consider the social and political movements of the 1980s and 1990s 13. Pinpoint moments of crisis between 1901 and 1999.

## 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 outcome**

- At the end of this unit, we anticipate that you will develop the following skills: 1. read and analyse different kinds of historical evidence, including visual and textual sources; 2. find, analyse and apply historical information (especially self-located research materials); 3. Communicate effectively in oral forms, and in a range of written forms; 4. Engage effectively in group work with your peers; 5. Participate actively in group discussions; We also hope that you will acquire and demonstrate knowledge in the following areas: 6. Describe the main changes and continuities in Australian society and the economy 7. Understand the basic political, administrative and economic structures of the period 8. Outline the dominant understandings and ideologies throughout the century 9. Explain how Australia interacted with the rest of the world 10. Understand the interactions between white Australia and Aboriginal Australia 11. Discuss the emergence of new political and social forms in the 1960s and 1970s. 12. Consider the social and political movements of the 1980s and 1990s 13. Pinpoint moments of crisis between 1901 and 1999.

## **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 outcome**

- At the end of this unit, we anticipate that you will develop the following skills: 1. read and analyse different kinds of historical evidence, including visual and textual sources; 2. find, analyse and apply historical information (especially self-located research materials); 3. Communicate effectively in oral forms, and in a range of written forms; 4. Engage effectively in group work with your peers; 5. Participate actively in group discussions; We also hope that you will acquire and demonstrate knowledge in the following areas: 6. Describe the main changes and continuities in Australian society and the economy 7. Understand the basic political, administrative and economic structures of the period 8. Outline the dominant understandings and ideologies throughout the century 9. Explain

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## 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

- At the end of this unit, we anticipate that you will develop the following skills: 1. read and analyse different kinds of historical evidence, including visual and textual sources; 2. find, analyse and apply historical information (especially self-located research materials); 3. Communicate effectively in oral forms, and in a range of written forms; 4. Engage effectively in group work with your peers; 5. Participate actively in group discussions; We also hope that you will acquire and demonstrate knowledge in the following areas: 6. Describe the main changes and continuities in Australian society and the economy 7. Understand the basic political, administrative and economic structures of the period 8. Outline the dominant understandings and ideologies throughout the century 9. Explain how Australia interacted with the rest of the world 10. Understand the interactions between white Australia and Aboriginal Australia 11. Discuss the emergence of new political and social forms in the 1960s and 1970s. 12. Consider the social and political movements of the 1980s and 1990s 13. Pinpoint moments of crisis between 1901 and 1999.

## 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

- At the end of this unit, we anticipate that you will develop the following skills: 1. read and

analyse different kinds of historical evidence, including visual and textual sources; 2. find, analyse and apply historical information (especially self-located research materials); 3. Communicate effectively in oral forms, and in a range of written forms; 4. Engage effectively in group work with your peers; 5. Participate actively in group discussions; We also hope that you will acquire and demonstrate knowledge in the following areas: 6. Describe the main changes and continuities in Australian society and the economy 7. Understand the basic political, administrative and economic structures of the period 8. Outline the dominant understandings and ideologies throughout the century 9. Explain how Australia interacted with the rest of the world 10. Understand the interactions between white Australia and Aboriginal Australia 11. Discuss the emergence of new political and social forms in the 1960s and 1970s. 12. Consider the social and political movements of the 1980s and 1990s 13. Pinpoint moments of crisis between 1901 and 1999.

## 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

- At the end of this unit, we anticipate that you will develop the following skills: 1. read and analyse different kinds of historical evidence, including visual and textual sources; 2. find, analyse and apply historical information (especially self-located research materials); 3. Communicate effectively in oral forms, and in a range of written forms; 4. Engage effectively in group work with your peers; 5. Participate actively in group discussions; We also hope that you will acquire and demonstrate knowledge in the following areas: 6. Describe the main changes and continuities in Australian society and the economy 7. Understand the basic political, administrative and economic structures of the period 8. Outline the dominant understandings and ideologies throughout the century 9. Explain how Australia interacted with the rest of the world 10. Understand the interactions between white Australia and Aboriginal Australia 11. Discuss the emergence of new political and social forms in the 1960s and 1970s. 12. Consider the social and political movements of the 1980s and 1990s 13. Pinpoint moments of crisis between 1901 and

1999.

## 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

- At the end of this unit, we anticipate that you will develop the following skills: 1. read and analyse different kinds of historical evidence, including visual and textual sources; 2. find, analyse and apply historical information (especially self-located research materials); 3. Communicate effectively in oral forms, and in a range of written forms; 4. Engage effectively in group work with your peers; 5. Participate actively in group discussions; We also hope that you will acquire and demonstrate knowledge in the following areas: 6. Describe the main changes and continuities in Australian society and the economy 7. Understand the basic political, administrative and economic structures of the period 8. Outline the dominant understandings and ideologies throughout the century 9. Explain how Australia interacted with the rest of the world 10. Understand the interactions between white Australia and Aboriginal Australia 11. Discuss the emergence of new political and social forms in the 1960s and 1970s. 12. Consider the social and political movements of the 1980s and 1990s 13. Pinpoint moments of crisis between 1901 and 1999.