



# MHIX221

## The Age of Revolution: Europe from the Reign of Terror to the First World War

S1 OUA 2017

*Dept of Modern History, Politics & International Relations*

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#### Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

## General Information

Unit convenor and teaching staff

Lorna Barrow

[lorna.barrow@mq.edu.au](mailto:lorna.barrow@mq.edu.au)

Convenor

Kate Fullagar

[kate.fullagar@mq.edu.au](mailto:kate.fullagar@mq.edu.au)

Contact via Email

OUA Co-Ordinator

Matthew Bailey

[matthew.bailey@mq.edu.au](mailto:matthew.bailey@mq.edu.au)

Prerequisites

Corequisites

Co-badged status

Unit description

Following on from HST150, this unit charts Europe's path from 1789 through to the early years of the twentieth century. It traces the emergence of the key economic, political, intellectual and social forms that characterise Western modernity, providing ideal background for teaching the Year 9 component of the National Curriculum, The Making of the Modern World. Topics explored in this unit include enlightenment rationality, left-right politics, bourgeois society, industrial capitalism, class formation, liberalism, socialism, feminism, nationalism and secular science. The unit ends on the eve of WWI when new ideas such as psychology, relativity and nihilism threatened to undermine all that had been consolidated in the preceding century. Students wishing to follow this journey further can do so in HST310. All enrolment queries should be directed to Open Universities Australia (OUA): see [www.open.edu.au](http://www.open.edu.au)

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.open.edu.au/student-admin-and-support/key-dates/>

## Learning Outcomes

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

Understand and explain some chief threads of European history from 1789 to 1914

Understand and explain the relationship of Europe to the rest of the world through the

long nineteenth century

Produce written work on multiple aspects of European history based on primary and secondary sources

Construct persuasive historical arguments through cogent writing with appropriate references

Engage with staff and students in classroom discussions and present ideas and opinions orally and respectfully

## Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Short Essay</u>	20%	No	Monday Week 5 11:59pm
<u>Research Essay</u>	40%	No	Monday Week 11 at 11:59pm
<u>Unit Review Exam</u>	20%	No	Friday week 13 11:59pm
<u>Participation</u>	10%	No	Weeks 1-13
<u>Quiz</u>	10%	No	Weeks 2-12

### Short Essay

Due: **Monday Week 5 11:59pm**

Weighting: **20%**

Short Essay (involves comparative analysis of one given primary source and one self-located primary source from a suggested database; analysis should utilise at least *three* secondary sources; emphasis is on document analysis). Answer one of the five questions provided, in 1200 words. The 'further reading' lists in the Unit Guide will be the best place to start your research.

Refer to the history essay-writing guides under the Assessment tab for information about argumentation, formatting, and citation style. You must build a strong argument through every paragraph. You must present your essay with a *title, wide margins, page numbers, and double-spaced*. You must cite your references correctly and provide a bibliography at the end, starting on a new page.

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## Research Essay

Due: **Monday Week 11 at 11.59pm**

Weighting: **40%**

The aim of this task is to assess your ability to produce an extended discussion in written form (2500 words) in response to a specific question. The questions are listed in the assessment section of the course website. We expect you to write your essay using the sources supplied with the questions, but we also expect you to do your own primary and secondary research. Your essay must be fully referenced in line with the 'Referencing Essays in Modern History'. Marks will be deducted in the major essay for inadequate or incorrect referencing.

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## Unit Review Exam

Due: **Friday week 13 11.59pm**

Weighting: **20%**

The non-invigilated take-home exam requires students to select three (3) questions (from a selection of nine) that relate to broad aspects of the course content. 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. The total word length for the exam is 1500 words. For this task, you need not consult any readings beyond those listed as required or recommended. The essays must, however, be fully documented in the appropriate forms, with footnotes and a bibliography.

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- Construct persuasive historical arguments through cogent writing with appropriate references

## Participation

Due: **Weeks 1-13**

Weighting: **10%**

The online discussion task, undertaken through the MHIX221 Online Website, 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 is also a task that monitors your progress across the unit topics. You are expected to participate in weekly discussions and make 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.

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- Engage with staff and students in classroom discussions and present ideas and opinions orally and respectfully

## Quiz

Due: **Weeks 2-12**

Weighting: **10%**

Quizzes will run each week from 2-12 (excluding week 8 which will be dedicated to essay-writing). They will consist of 2 multiple choice questions related to key ideas and events drawn from the week's topic and texts. It is therefore important to do the readings and listen to the lectures before attempting the quiz. You will have 5 minutes to select your answers and only 1 attempt is permitted. Quizzes are available from Monday until Sunday (11:59) of each given week. The correct answers will be released after each quiz has closed.

On successful completion you will be able to:

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- Understand and explain the relationship of Europe to the rest of the world through the long nineteenth century

## Delivery and Resources

The delivery of this unit is online through iLearn

### Unit Readings

#### TEXTBOOK

Our course draws many of its essential readings from your textbook, **John Merriman, *A History of Modern Europe*, Vol 2 (3rd edition, 2010)**.

*We have made some early chapters available through this website with hyperlinks to our library e-reserve system, however we are restricted by copyright against making any more available so it is important that you get a copy of the textbook A.S.A.P.*

Other weekly readings are supplied through hyperlinks in the weekly content.

Additional suggested reading (useful for getting started on your research project for your own interest and enjoyment) are also provided in the weekly content.

The essential (excluding the textbook) and some additional readings have been made available through MQ library's iSearch listed under unit readings. A link to these resources can be found at the top of the unit webpage.

## Unit Schedule

Week 1	INTRODUCTION
Week 2	ANCIEN RÉGIMES
Week 3	THE FRENCH REVOLUTION
Week 4	INDUSTRIALISATION

<b>Week 5</b>	BOURGEOIS LIFE
<b>Week 6</b>	CLASS
<b>Week 7</b>	RELIGION & SCIENCE
<b>Week 8</b>	READING WEEK
<b>Week 9</b>	EUROPE AT MID-CENTURY
<b>Week 10</b>	THE WOMAN QUESTION
<b>Week 11</b>	NATIONALISM
<b>Week 12</b>	IMPERIALISM
<b>Week 13</b>	THE FIN DE SIÈCLE

## Learning and Teaching Activities

### Essay Writing

Short Essay; Research Essay; Unit Review Exam.

## Participation

Online weekly discussion

## Quiz

Weeks 2-12: multiple Choice

## Policies and Procedures

### Late Submission - applies unless otherwise stated elsewhere in the unit guide

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.

### Extension Request

**Special Consideration Policy and Procedure**  
(<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>)

The University recognises that students may experience events or conditions that adversely affect their academic performance. If you experience serious and unavoidable difficulties at exam time or when assessment tasks are due, you can consider applying for Special Consideration.

You need to show that the circumstances:

1. were serious, unexpected and unavoidable
2. were beyond your control
3. caused substantial disruption to your academic work
4. substantially interfered with your otherwise satisfactory fulfilment of the unit requirements
5. lasted at least three consecutive days or a total of 5 days within the teaching period and prevented completion of an assessment task scheduled for a specific date.

If you feel that your studies have been impacted submit an application as follows:

1. Visit [Ask MQ](#) and use your OneID to log in



2. Fill in your relevant details
3. Attach supporting documents by clicking 'Add a reply', click 'Browse' and navigating to the files you want to attach, then click 'Submit Form' to send your notification and supporting documents
4. Please keep copies of your original documents, as they may be requested in the future as part of the assessment process

### Outcome

Once your submission is assessed, an appropriate outcome will be organised.

## OUA Specific Policies and Procedures

### Withdrawal from a unit after the census date

You can withdraw from your subjects prior to [the census date](#) (last day to withdraw). If you successfully withdraw before the census date, you won't need to apply for Special Circumstances. If you find yourself unable to withdraw from your subjects before the census date - you might be able to [apply for Special Circumstances](#). If you're eligible, we can refund your fees and overturn your fail grade.

If you're studying Single Subjects using FEE-HELP or paying up front, you can [apply online](#).

If you're studying a degree using HECS-HELP, you'll need to [apply directly to Macquarie University](#).

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\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.html)

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

Complaint Management Procedure for Students and Members of the Public [http://www.mq.edu.au/policy/docs/complaint\\_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.html)

Disruption to Studies Policy (in effect until Dec 4th, 2017): [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html)

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

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/)

## 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](#).

## 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**

- Understand and explain some chief threads of European history from 1789 to 1914
- Understand and explain the relationship of Europe to the rest of the world through the long nineteenth century
- Produce written work on multiple aspects of European history based on primary and secondary sources
- Construct persuasive historical arguments through cogent writing with appropriate references

## **Assessment tasks**

- Short Essay
- Research Essay
- Unit Review Exam
- Participation

## **Learning and teaching activities**

- Short Essay; Research Essay; Unit Review Exam.
- Online weekly discussion

## **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**

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- Engage with staff and students in classroom discussions and present ideas and opinions orally and respectfully

## Assessment tasks

- Short Essay
- Research Essay
- Unit Review Exam
- Participation

## Learning and teaching activities

- Short Essay; Research Essay; Unit Review Exam.
- Online weekly discussion

## 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

- Produce written work on multiple aspects of European history based on primary and secondary sources
- Construct persuasive historical arguments through cogent writing with appropriate references
- Engage with staff and students in classroom discussions and present ideas and opinions orally and respectfully

## Assessment tasks

- Research Essay
- Unit Review Exam
- Participation

## Learning and teaching activities

- Short Essay; Research Essay; Unit Review Exam.

## 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 and explain some chief threads of European history from 1789 to 1914
- Understand and explain the relationship of Europe to the rest of the world through the long nineteenth century
- Produce written work on multiple aspects of European history based on primary and secondary sources
- Construct persuasive historical arguments through cogent writing with appropriate references
- Engage with staff and students in classroom discussions and present ideas and opinions orally and respectfully

## **Assessment tasks**

- Short Essay
- Research Essay
- Unit Review Exam
- Participation
- Quiz

## **Learning and teaching activities**

- Short Essay; Research Essay; Unit Review Exam.
- Online weekly discussion
- Weeks 2-12: multiple Choice

## **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**

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- Engage with staff and students in classroom discussions and present ideas and opinions orally and respectfully

## **Assessment tasks**

- Short Essay
- Research Essay
- Unit Review Exam
- Participation
- Quiz

## **Learning and teaching activities**

- Short Essay; Research Essay; Unit Review Exam.
- Online weekly discussion

## **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**

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- Construct persuasive historical arguments through cogent writing with appropriate references
- Engage with staff and students in classroom discussions and present ideas and opinions orally and respectfully

## Assessment tasks

- Short Essay
- Research Essay
- Unit Review Exam
- Participation
- Quiz

## Learning and teaching activities

- Short Essay; Research Essay; Unit Review Exam.
- Online weekly discussion

## 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

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- Construct persuasive historical arguments through cogent writing with appropriate references
- Engage with staff and students in classroom discussions and present ideas and opinions orally and respectfully

## Assessment tasks

- Short Essay
- Research Essay
- Unit Review Exam
- Participation

## Learning and teaching activities

- Short Essay; Research Essay; Unit Review Exam.

- Online weekly discussion

## 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

- Understand and explain the relationship of Europe to the rest of the world through the long nineteenth century
- Produce written work on multiple aspects of European history based on primary and secondary sources
- Construct persuasive historical arguments through cogent writing with appropriate references

### Assessment tasks

- Research Essay
- Unit Review Exam
- Participation

### Learning and teaching activities

- Short Essay; Research Essay; Unit Review Exam.

## 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

- Produce written work on multiple aspects of European history based on primary and secondary sources
- Construct persuasive historical arguments through cogent writing with appropriate references



## Assessment task

- Participation

## Learning and teaching activity

- Short Essay; Research Essay; Unit Review Exam.
- Online weekly discussion

## Changes from Previous Offering

There are no changes to this offering

## Changes since First Published

Date	Description
16/02/2017	update staff member and assignment dates