



# MHIX300

## Making History: Capstone Unit

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

OUA Convenor

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Contact via Email

Online

OUA Co-Ordinator

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Prerequisites

Corequisites

Co-badged status

Unit description

This high-level unit will help you to develop the historiographical skills required for advanced historical study, as well as providing the opportunity to reflect on your historical study to date. Students will conduct a large-scale historiographical research project, and will engage with views into the nature, boundaries and purpose of 'history' since the beginning of the nineteenth century. Topics explored include empiricism, universal histories, objectivity and truth, gender, changing understandings of subject matter and evidence, post-colonialism and post-modernism. The unit provides valuable skills for those wishing to pursue higher levels of historical study and an important theoretical foundation for history teachers. 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:

Read and analyse different kinds of historical evidence, including visual and textual sources;

Find, analyse and apply historical information (especially self-located research

materials);

Communicate effectively in oral forms, and in a range of written forms

Participate actively in group discussions;

An understanding of the key developments in modern historiography

The capacity to formulate research questions about the past and historiographical issues.

## General Assessment Information

### Assignment submission

**Some units will use a combination of submission methods. Please check the individual assignment in the Assessment Summary page to find out which method that particular assignment uses.**

### Turnitin Submission Procedure

### iLearn Assignment Upload Procedure

The instructions on finding feedback for your essays are contained in the link below. You need to scroll down the page to see how to access the feedback. I expect the feedback to be looked at before you write your next essay.

[http://www.mq.edu.au/iLearn/student\\_info/assignments.htm#results](http://www.mq.edu.au/iLearn/student_info/assignments.htm#results)

### University Grading Policy

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

The grade a student receives will signify their overall performance in meeting the learning outcomes of a unit of study. Grades will not be awarded by reference to the achievement of other students nor allocated to fit a predetermined distribution. In determining a grade, due weight will be given to the learning outcomes and level of a unit (ie 100, 200, 300, 800 etc). Graded units will use the following grades:

HD	High Distinction	85-100
D	Distinction	75-84
C	Credit	65-74
P	Pass	50-64
F	Fail	0-49

## Extensions and Special Circumstances

Unless otherwise stated in your iLearn unit, late submission of written work will result in a **deduction of 10% of the mark awarded** for each week or part of a week beyond the due date, or date to which an extension has been granted.

### Extensions

The granting of extensions of up to one week are at the discretion of the unit convener. Any requests for extensions must be made in writing before the due date for the submission of the assessment task. Extensions beyond one week is subject to the university's Disruptions Policy (Read the policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html)).

### Disruption to Studies

If you require an extension of longer than seven (7) days you will be required to submit a 'Disruption to Studies' Notification. Please follow the procedure below:

1. Visit <https://ask.mq.edu.au/account/forms/display/disruptions> and use your OneID to log in.
2. Select your OUA unit code from the drop down list and fill in your relevant details. *Note: A notification needs to be submitted for each unit you believe is affected by the disruption.*
3. Click "Submit form".
4. Attach supporting documents by clicking 'Add a note/attachment', click 'browse' and navigating to the files you want to attach, then click 'submit note' to send your notification and supporting documents
5. Please keep copies of your original documents, as they may be requested in the future as part of the assessment process

Please ensure that supporting documentation is included with your request.

Notify your lecturer via your iLearn dialogue box if you are submitting a 'Disruption to Studies' Notification.

Your request will be considered once all the documentation has been received.

If you have issues, please contact your convenor via the dialogue tool immediately.

Extensions are granted **only** on grounds of illness or misadventure, and appropriate supporting documentation must be submitted. Work submitted after 3 weeks beyond the due date, or the date after which an extension has been given, will not be accepted. If you are having problems completing an assignment, please contact the tutor as early as possible.

### OUA Special Circumstances Process

Special Circumstances refers to late withdrawal from a unit and your request to have your circumstances taken into account for a possible refund of fees and removal of a "fail" result.

*Applications for Special Circumstances are to be submitted to Open Universities Australia directly.*

<https://www.open.edu.au/public/student-admin-and-support/student-support-services/special-circumstances>

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Project Proposal</a>	20%	No	Monday week 4
<a href="#">Online Participation</a>	10%	No	Weekly
<a href="#">Research Essay</a>	50%	No	Friday week 11
<a href="#">Exam: History in Practice</a>	20%	No	End of week 13

### Project Proposal

Due: **Monday week 4**

Weighting: **20%**

This assessment task is an important 'scaffold' for your unit project. It assesses your ability to select and refine a research question, and identify appropriate forms and sources of evidence to answer it. The aim is to develop a question for your major project. Please read the instructions for that assessment task to assist in directing your energies in this one. The proposal must be no more than 800 words and contain the following information:

1. your research context and focus (eg. local/ national/ transnational/ global, time and place, event/ person/ subject)?
2. your key historiographical concepts and ideas (eg. gender, post-modernism, post-colonialism, Marxism)
3. the key historians working in the field. List at least five works (books, book chapters or journal articles) important to your study. (You will need to do much more research for the actual project, but here you should list some key works.)
4. a plan for limiting the scope of the project (ie. How will you keep it to a manageable size?)
5. questions that you have at this stage.

On successful completion you will be able to:

- Read and analyse different kinds of historical evidence, including visual and textual sources;
- Find, analyse and apply historical information (especially self-located research materials);

- Communicate effectively in oral forms, and in a range of written forms
- An understanding of the key developments in modern historiography
- The capacity to formulate research questions about the past and historiographical issues.

## Online Participation

Due: **Weekly**

Weighting: **10%**

The online discussion task, undertaken through the MHIX300 unit 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 do the weekly readings, 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 should look to answer at least two of the set questions each week, as well as engaging with the posts of other students. Each individual post should be kept to a maximum of 150 words. A professional and courteous approach towards staff and fellow students is expected at all times.

On successful completion you will be able to:

- Read and analyse different kinds of historical evidence, including visual and textual sources;
- Find, analyse and apply historical information (especially self-located research materials);
- Communicate effectively in oral forms, and in a range of written forms
- Participate actively in group discussions;
- An understanding of the key developments in modern historiography
- The capacity to formulate research questions about the past and historiographical issues.

## Research Essay

Due: **Friday week 11**

Weighting: **50%**

The Historiography Project is the major assessment task in this unit. You must devise an original historiographical research question (developed in your project proposal), based on an area of interest from previous history study that you have completed at university level, and drawing on the historiographical material covered in this unit. Conducting original research is central to the project, but you should not look for a 'right' answer in solving a historical dilemma. Instead this is an experimental project – what would, for eg., a post-modern, big history, cultural history, post-

colonial or gendered account of the bombing of Hiroshima look like? The aim here is to develop a strong interpretive historiographical argument, not to find the 'truth' about a particular event. You will need to draw on both historiographical and empirical secondary evidence to stake a persuasive position. The word length for the paper is 3,500 words. The weekly discussions in the unit are intended to 'scaffold' the development of your unit project, as is the earlier assessment task. You should consult with your convenor during the first three weeks of the study period as you formulate your project. Your essay should be fully referenced in line with the unit's referencing guidelines. Marks will be deducted for inadequate or incorrect referencing

On successful completion you will be able to:

- Read and analyse different kinds of historical evidence, including visual and textual sources;
- Find, analyse and apply historical information (especially self-located research materials);
- Communicate effectively in oral forms, and in a range of written forms
- An understanding of the key developments in modern historiography

## Exam: History in Practice

Due: **End of week 13**

Weighting: **20%**

The aim of this task is to assess your ability to communicate your research beyond an academic audience, and to imagine the broader application for your work after university. Most of you will eventually take your history skills into a range of occupations (teaching, museum work, the public service, policy and government work, filmmaking, etc.) - this task is designed to give you practice at formulating your ideas for diverse audiences. For the task, you need to take your historiographical project and recast it in a different form. More details will be provided when the exam is released on Friday of Week 12. You will have one week to complete the task.

On successful completion you will be able to:

- Read and analyse different kinds of historical evidence, including visual and textual sources;
- Find, analyse and apply historical information (especially self-located research materials);
- Communicate effectively in oral forms, and in a range of written forms
- An understanding of the key developments in modern historiography
- The capacity to formulate research questions about the past and historiographical issues.

## Delivery and Resources

### Required and recommended texts and/or materials

Anna Green and Kathleen Troup (eds), *The Houses of History* (Melbourne: Manchester University Press, 1999).

Other required Weekly readings are linked to Macquarie Library multiseach system in each relevant week

Further readings for assignments are available on the Macquarie Library multiseach system

## Unit Schedule

Week 1	Introduction
Week 2	History and Fiction & History as Fiction
Week 3	Empiricism in history
Week 4	The 'New' History
Week 5	Post Modernism
Week 6	The 'Linguistic' or 'Cultural turn'
Week 7	Marxist history after the end of the Cold War
Week 8	Race & post colonial history
Week 9	Gender and History
Week 10	The 'Spatial Turn'
Week 11	The Emotional Turn' & Psychoanalysis in history
Week 12	Global, world & transnational history
Week 13	Conclusion: who owns history now?

## Learning and Teaching Activities

### Online discussion

Weekly discussion forums specific to the topic of each week are set up in each week. A general discussion thread is set up for wider discussion on topics not being considered in a particular



week, at the top of the webpage.

## Essays

Project proposal : Short essay (800 words); Research Essay: Long Essay (3500 words); Exam: History in Practice Essay (1000 words).

## 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>

## 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 outcome**

- The capacity to formulate research questions about the past and historiographical issues.

## **Assessment tasks**

- Project Proposal
- Online Participation
- Exam: History in Practice

## **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**

- Participate actively in group discussions;
- The capacity to formulate research questions about the past and historiographical issues.

## **Assessment tasks**

- Project Proposal
- Online Participation
- Exam: History in Practice

## **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**

- Communicate effectively in oral forms, and in a range of written forms

## **Assessment tasks**

- Project Proposal

- Online Participation
- Research Essay
- Exam: History in Practice

## 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

- Read and analyse different kinds of historical evidence, including visual and textual sources;
- Find, analyse and apply historical information (especially self-located research materials);
- An understanding of the key developments in modern historiography
- The capacity to formulate research questions about the past and historiographical issues.

### Assessment tasks

- Project Proposal
- Online Participation
- Research Essay
- Exam: History in Practice

## 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

- Read and analyse different kinds of historical evidence, including visual and textual sources;

- Find, analyse and apply historical information (especially self-located research materials);
- Communicate effectively in oral forms, and in a range of written forms
- Participate actively in group discussions;
- An understanding of the key developments in modern historiography
- The capacity to formulate research questions about the past and historiographical issues.

## **Assessment tasks**

- Project Proposal
- Online Participation
- Research Essay
- Exam: History in Practice

## **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**

- Read and analyse different kinds of historical evidence, including visual and textual sources;
- Find, analyse and apply historical information (especially self-located research materials);
- Participate actively in group discussions;
- An understanding of the key developments in modern historiography
- The capacity to formulate research questions about the past and historiographical issues.

## **Assessment tasks**

- Project Proposal
- Online Participation
- Research Essay
- Exam: History in Practice

## 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

- Read and analyse different kinds of historical evidence, including visual and textual sources;
- Find, analyse and apply historical information (especially self-located research materials);
- Communicate effectively in oral forms, and in a range of written forms
- Participate actively in group discussions;
- An understanding of the key developments in modern historiography
- The capacity to formulate research questions about the past and historiographical issues.

### Assessment tasks

- Project Proposal
- Online Participation
- Research Essay
- Exam: History in Practice

## 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

- Communicate effectively in oral forms, and in a range of written forms
- Participate actively in group discussions;

### Assessment tasks

- Project Proposal

- Online Participation
- Research Essay
- Exam: History in Practice

## Changes from Previous Offering

There are no changes made to this offering

## Changes since First Published

Date	Description
17/02/2017	upgrade of assessment
15/02/2017	Convenor added