



# MHIS209

## Australian History since 1901

S2 Day 2019

*Dept of Modern History, Politics & International Relations*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Unit Convenor

Mark Hearn

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

Level 2 Hearing Hub

Friday 1-2 pm

Credit points

3

Prerequisites

12cp at 100 level or above or (3cp in HIST or MHIS or POL units)

Corequisites

Co-badged status

Unit description

Australia since 1901 presents a political, social and cultural history of Australia in the twentieth century. Building on the introduction to Australian history offered in MHIS109, and nineteenth century experience explored in MHIS204, Australia since 1901 outlines the development of post-Federation 'White Australia', through to the rise of the Right and Pauline Hanson on the cusp of the new millennium. We explore the foundations of Australian national identity and analyse the manifest social changes that redefined understandings of gender, rights and race. We will feature the central developments of the century, from the divisive impact of the First World War to economic depression, and the promise of reconstruction that grew out another disastrous world war that also reshaped Australia's relations with the world. We will trace the everyday experiences of Australians through migration, suburbanisation, protest, and popular culture. Australia since 1901 will be of particular interest to education students who are intending to teach Australian history in schools, and provides a strong platform for 200/300 level Australian history, in MHIS202, MHIS301 and MHIS303.

## 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, it is anticipated 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; 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.

## General Assessment Information

Late Penalty:

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.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#"><u>Group presentation</u></a>	15%	No	various dates
<a href="#"><u>Research essay</u></a>	40%	No	Monday 14 October 2019
<a href="#"><u>Class participation</u></a>	15%	No	Across semester
<a href="#"><u>Best OU Blog posts</u></a>	30%	No	Monday 11 November 2019

### Group presentation

Due: **various dates**

Weighting: **15%**

This task is designed to assess your written communication skills in informal settings, and your ability to lead and manage discussion creatively. At the beginning of semester we will assign tutorial topics to presenters. Working with at least one other student but more likely 2 or more (using in class or online discussion tools to plan your presentation) you will lead discussion, using stimulus material or activities to engage your audience. Keep presentations short and

make them as creative as possible. The point of the exercise is to lead discussion not to dominate it: which means you need to encourage participation. You will be assessed on five criteria as a group:

- Preparation
- Organization
- Content
- Creativity
- Engagement

On successful completion you will be able to:

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## Research essay

Due: **Monday 14 October 2019**

Weighting: **40%**

**Due Monday 14 October 2019, midnight, 3000 words (including references)**

The aim of this task is to assess your ability to produce an extended response, in written form, to a specific question. Chose from the list of questions on iLearn.

At 200 level, you should aim to produce history essays that reflect your ability to research (in both primary and secondary sources), to find and analyse information, to make an historical argument and to write clearly and cogently. You need to try to write analytically not descriptively. Take care not to tell us a story about the past. You need to make an argument about the past.

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.

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## Class participation

Due: **Across semester**

Weighting: **15%**

Class participation assessed across semester. This mark will be awarded on the basis of active seminar participation. You need to engage in class or online each week and be prepared to discuss issues relevant to the tutorial in an informed way - that is, DO THE READING and watch/ listen to the lectures! 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 on iLearn. You will complete this at the end of semester and we will be using the sheet to guide our grading of your tutorial performance.

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## Best OU Blog posts

Due: **Monday 11 November 2019**

Weighting: **30%**

NOTE: you must submit a post at the **end of Week 2** to receive early feedback in the unit.

Word limit: 1000 words. Choose your best 4 OU blog posts written over the course of the semester (in your learning diary, written in at the end of each f2f/external forum session) in response to your learning. This assessment is based on the lecture and seminar program, and will be a direct response to the issues raised that week. 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. It also assess your learning over the entire unit. For this task, you need not consult any readings beyond those listed as required or recommended. It does not need to be fully referenced with footnotes but please provide short in text references.

On successful completion you will be able to:

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## Delivery and Resources

All students will need a high speed internet connection to watch video lectures, listen to audio presentations and to participate in online learning exercises. At the end of face-to-face tutorials, internal students will be required to reflect on their learning in their blogs. External and OU students will do this online, accessible via the unit's iLearn pages. Students can use laptops or mobile devices to record these reflections at the end of class each week.

### **Writing your history essay**

The Department of Modern History has an essay writing and referencing guide available on iLearn. Please read it before you embark on your assessment tasks!

### **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. 15% of your final grade in this course is assigned according to your tutorial participation.

### **Examination(s)**

There is no examination for MHIS/MHIX209 but all assignments need to be submitted if you wish to pass the unit.

### **Assignment submission**

**All Students: Please submit all assignments via Turnitin on iLearn.**

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

### **Special Consideration**

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 iLearn to deliver all teaching materials.

## **Unit Schedule**

**Week One: Introduction**

**Week Two: Federation and White Australia**

**Week Three: World War I and Australia**

**Week Four: Governing the Great Depression**

**Week Five: World War II and the Turn to America**

**Week Six: The Stolen Generations**

**Week Seven: Class War/Cold War**

**Week Eight: The Vietnam War**

**Week Nine: Whitlam and the Dismissal**

**Week Ten: The Women's Liberation Movement**

**Week Eleven: Migration & multiculturalism**

**Week Twelve: The Age of Mabo? Native Title & Reconciliation**

**Week Thirteen: Teaching Australian History**

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

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

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/student-conduct>

## Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) or released



directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## 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)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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

- At the end of this unit, it is anticipated 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; 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**

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- Research essay
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## **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, it is anticipated 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; 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

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## **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, it is anticipated 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; 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.

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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.

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## 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

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- Research essay
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## Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

## Learning outcome

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## **Assessment tasks**

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## **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**

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## 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

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## 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.



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## **Learning outcome**

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