



MHIS306

Practicing Public History: Modern History PACE

S1 External 2019

Dept of Modern History, Politics & International Relations

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General Information

Unit convenor and teaching staff
Associate Professor
Tanya Evans
tanya.evans@mq.edu.au
Contact via tanya.evans@mq.edu.au
Australian Hearing Hub Level 2

Credit points
3

Prerequisites
(39cp at 100 level or above including 3cp in HIST or MHIS units at 300 level) or (3cp in HIST or MHIS units at 300 level and (6cp in HIST or MHIS or POL units at 200 level including 3cp in HIST or MHIS units at 200 level))

Corequisites

Co-badged status

Unit description

This unit will explore and assess the ways in which history is created, practised and consumed in public. Students design a research project and undertake practical tasks in collaboration with their convenor and external partner. They identify the best way to achieve its objectives, find the relevant research materials and archives, and produce a professional piece of written work that communicates their findings in the most appropriate format. Students also work with people from different backgrounds, give and receive valuable feedback that improves their work, and communicate their findings orally in clear and concise presentations. Students will benefit from first hand engagement with public historians and the practice of history outside the university. The aim is for the PACE unit to encourage Modern History majors to evaluate how their discipline specific knowledge can be used in a variety of workplaces and to encourage students in other disciplines to engage with public history using their disciplinary expertise.

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:

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

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Seminar Participation</u>	30%	No	Assessed weekly
<u>Preliminary report</u>	5%	Yes	22.3.19
<u>Presentation on your project</u>	20%	No	14th May 2019
<u>PACE Project and essay</u>	40%	Yes	6.6.19
<u>Blog post</u>	5%	No	8.6.19

Seminar Participation

Due: **Assessed weekly**

Weighting: **30%**

Seminar Participation in person or online and Weekly Reflective Journal.

Worth 30%

You are expected to attend every seminar in this unit or participate on line every week – absences must be documented (for example, with a medical certificate). Participation means not only doing all the readings beforehand but contributing to discussion with your fellow students during our meeting. Your grade is assessed on the basis of your generosity with your knowledge to other students and your willingness to ask relevant questions and to have a go at trying to answer others' questions. Simply turning up registers no marks at all. External students are expected to post at least 250 words to the discussion forum every week, and ideally re-post in reply to others as discussions progress. Each week you are also required to reflect on your learning and its impact on your project as part of your weekly reflection.

On successful completion you will be able to:

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- Be able to structure their research into a coherent argument or thesis;
- Communicate their research in a range of oral and written forms, including (but not limited to) an academic essay;
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Preliminary report

Due: **22.3.19**

Weighting: **5%**

This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)

Preliminary report on your PACE project and partner

Worth 5% Due: 22.3.19

Word length: 500 words

Write a 500 word report on your PACE project

Your report needs to provide a description of your project and your partner. Who is your partner and what is the nature of their work? What form of public history do you need to engage with for your project? What is the title of your project, what are your aims? What will your outputs and outcomes be? What types of historical sources will you be working with?

Provide a complete bibliography of the sources (primary and secondary) you will be using, starting on a fresh page, styled in accordance with the Modern History Citation Guide

This assessment task is an important scaffold for the larger project. It assesses your ability to select a project, refine a research question, and identify appropriate forms and sources of evidence for your project.

On successful completion you will be able to:

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Presentation on your project

Due: **14th May 2019**

Weighting: **20%**

Presentation

Worth: 20%

Due: 14th May 2019

Duration: 5 minutes (strictly!)

Present a 5-minute presentation to your cohort about your PACE project. Please discuss the research you have undertaken and how you are presenting your findings. You will be assessed on your ability to present clearly and engagingly, and your ability to edit content to the required time frame. This assessment task is designed to assess your oral communication skills, and your ability to organise and deliver information in non-written formats. As you are all working on different subjects, this will be a wonderful opportunity to hear about everyone's discoveries and special interests. You should use a presentation tool like PowerPoint, Keynote or Prezi to deliver your presentation. You will be expected to be able to answer audience questions afterwards.

NB No electronic devices are allowed to be in operation during student presentations. Audience members should ask at least one question per presenter.

If you are an external student you have the option of submitting via email to Tanya a 5-minute presentation . Please consider submitting a video of yourself recorded with an Iphone or Ipad or similar device.

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

PACE Project and essay

Due: **6.6.19**

Weighting: **40%**

This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)

PACE Project and essay

Due: **6.6.19**

Word Length: Negotiable but the exegesis should be 1000 words long

The contents of your PACE project will be assessed. This will vary in word length depending upon the task/project involved. The PACE host and convenor will assess your PACE project work. You will also be assessed on a 1000 word essay on your contribution to historical knowledge. The PACE Project and Essay is the major assessment task in this unit. It must address an original research question, using relevant primary and secondary sources. Conducting original research relating to public history is central to the project. The seminars of the unit are intended to scaffold your development as a researcher, in conjunction with consultations with your convenor and internship manager. We will discuss your projects during class

NB: When you submit the unit project, you must also complete and attach the self-assessment form, which will be available for download from the iLearn site.

On successful completion you will be able to:

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

Due: **8.6.19**

Weighting: **5%**

Blog post

Worth: 5%

Due: 8.6.19

Word length: 500 words

Compose a 500 word blog post on your PACE project.

Transform your PACE Project into an 500-word blog post that captures the principal aims and conclusion of the project in a style accessible to a broad audience. 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 (such as teaching, museum work, the public service, policy and government work and film making). But you also need to demonstrate the value of your degree to family, friends and others. This task is designed to give you practice at formulating your ideas for diverse audiences. Imagine you are writing a piece about your research for a website like *The Conversation* (<http://theconversation.edu.au/>), which aims to encourage academics to write about their research in accessible ways, so that they can contribute to current political, scientific, cultural and technological debates.

Compose and post your blog on turnitin. It might be published on the Centre for Applied History's website.

This assignment offers you the opportunity to be creative, to think about your research in a different way, to foreground the audience for your work, and to test your skills of public, professional writing. Feel free to use images if you have the rights to do so. You should—as always—take care to provide acknowledgement to your sources wherever necessary. But, given the nature of the task, you should avoid footnotes in favor of less formal attribution, for example, “Historian Edward Muir, in *The Culture Wars of the Late Renaissance* (2007), claimed...” or by providing a hyperlink to online sources.

For examples see:

<https://makinghistoryatmacquarie.wordpress.com/2011/10/25/hello-world/>

http://blogs.usyd.edu.au/historymatters/history_beyond_the_classroom_hsty_3902/

On successful completion you will be able to:

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

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Delivery and Resources

Classes

See mq timetables for venue and times.

Required Technologies

This unit uses iLearn and all unit news will be communicated via I learn. All students are expected to have high speed and reliable access to the internet and a computer. All students are required to possess basic computer skills (such as word processing and web browsing).

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 or if you are a Global MBA student contact 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) 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

If you are a Global MBA student contact 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/.

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

- Learn how to formulate research questions about the past;
- Understand the kinds of research needed to answer these questions;
- Develop a range of skills in historical research in both primary and secondary sources;
- Be able to structure their research into a coherent argument or thesis;
- Communicate their research in a range of oral and written forms, including (but not limited to) an academic essay;
- Understand how to apply history in workplaces outside of the tertiary context.
- Learn how history is created, practised and consumed in public

Assessment tasks

- Preliminary report
- PACE Project and essay
- Blog post

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

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

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

- Be able to work independently on a large piece of work over an extended period of time.
- Understand how to apply history in workplaces outside of the tertiary context.
- Learn how history is created, practised and consumed in public

Assessment tasks

- Seminar Participation
- PACE Project and essay
- Blog post

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

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

- Understand how to apply history in workplaces outside of the tertiary context.
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Assessment tasks

- Seminar Participation
- Preliminary report
- Presentation on your project
- PACE Project and essay
- Blog post

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

- Understand key developments in modern historiography related to the PACE project
- Learn how to formulate research questions about the past;
- Understand the kinds of research needed to answer these questions;
- Develop a range of skills in historical research in both primary and secondary sources;
- Be able to structure their research into a coherent argument or thesis;
- Communicate their research in a range of oral and written forms, including (but not limited to) an academic essay;
- Understand how to apply history in workplaces outside of the tertiary context.
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Assessment tasks

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Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and

they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Understand key developments in modern historiography related to the PACE project
- Learn how to formulate research questions about the past;
- Understand the kinds of research needed to answer these questions;
- Develop a range of skills in historical research in both primary and secondary sources;
- Be able to structure their research into a coherent argument or thesis;
- Be able to work independently on a large piece of work over an extended period of time.
- Understand how to apply history in workplaces outside of the tertiary context.
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Assessment tasks

- Seminar Participation
- Preliminary report
- Presentation on your project
- PACE Project and essay

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Be able to structure their research into a coherent argument or thesis;
- Communicate their research in a range of oral and written forms, including (but not limited to) an academic essay;
- Give and receive effective, constructive feedback on their work and the work of other students in the unit;
- Understand how to apply history in workplaces outside of the tertiary context.
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Assessment tasks

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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 outcomes

- Develop a range of skills in historical research in both primary and secondary sources;
- Give and receive effective, constructive feedback on their work and the work of other students in the unit;
- Understand how to apply history in workplaces outside of the tertiary context.
- Learn how history is created, practised and consumed in public

Assessment tasks

- Seminar Participation
- PACE Project and essay

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

- Give and receive effective, constructive feedback on their work and the work of other students in the unit;
- Understand how to apply history in workplaces outside of the tertiary context.
- Learn how history is created, practised and consumed in public

Assessment tasks

- Seminar Participation
- PACE Project and essay
- Blog post

Assessment Policies

Assignment Submission

Written work must be submitted via turnitin.

External Students must complete and attach a COE coversheet and plagiarism declaration to all submitted work. See the [instructions on assignment submission](#) on the COE website.

Extensions and Special Consideration

Students who encounter difficulties in meeting the assessment deadlines should apply for an extension directly to teaching staff in advance of the due date. Appropriate documentation (such as a medical certificate) must be provided for an extension request to be approved. No extensions will be granted on or after the due date for the assignment in question. If you are experiencing any difficulties at all please contact the convenors to let them know as soon as possible.

Work submitted late without an extension will be penalized 2% for every day it is late after the due date.

Special Consideration

Students should familiarize themselves with the University's [Special Consideration Policy](#) before submitting such a request.

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