



MHIX221

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

S1 OUA 2019

Dept of Modern History, Politics & International Relations

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Disclaimer

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General Information

Unit convenor and teaching staff

Convenor

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Contact via Email

OUA Co-Ordinator

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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

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

General Assessment Information

The essay and exam are to be submitted via TURNITIN only. No hard copies necessary. Please check time required for submission carefully. Find the turnitin portal on the MHIS221 iLearn site.

Students are expected to submit all online (TURNITIN) work *double-spaced, appropriately formatted with wide margins, and proof-read for spelling and grammatical errors*. Every essay also needs a *title* and *page numbers*. Essays must include footnotes and a bibliography of all sources cited, including full publication details for all printed sources and the full URL and last date accessed for all electronic sources.

I will endeavour to return all assignments marked via turnitin within two weeks of submission. *Work is assessed according to MHIS 200 level rubrics, to be found at the end of the Reader.*

Ask me early for a legitimate extension if you really need only an extra day or so. If you need longer you will need to apply for *special consideration*. Any work submitted late without an extension will be penalized two percentage points (2%) for every calendar day late, with the exception of the Take-Home Examination. Take-Home exams submitted late will not be graded and will receive zero.

Applying for Special Consideration

Students applying for Special Consideration circumstances of three (3) consecutive days duration, within a study period, and/or prevent completion of a formal examination must submit an on-line application with the Faculty of Arts. For an application to be valid, it must include a completed Application for Special Consideration form and all supporting documentation. See <http://ask.mq.edu.au/>.

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
Blog posts	20%	No	22 March and 12 April

Name	Weighting	Hurdle	Due
Research Essay	40%	No	24 May 2019, 5pm
Unit Review Exam	20%	No	June 7th, 2019, 5pm
Participation	10%	No	Weeks 1-13
Quiz	10%	No	Weeks 2-12

Blog posts

Due: **22 March and 12 April**

Weighting: **20%**

Blog posts. Students post *two* blog posts. The first blog post should relate to topics covered in weeks 1-4 (*ancien regim* society, enlightenment, the French Revolution phases, Napoleon, Congress of Vienna); the second blog relates to topics covered in weeks 5-7 (industrialization, liberalism, bourgeois life, class politics, the revolutions of 1848). Blog posts should be around 500 words each. They should choose one topic of interest in the given group of topics, and reflect on what that topic is about and how it relates to an issue current in the present world.

Note:

- Each post should pursue **one clear idea** (not a rambling stream of consciousness)
- Emphasis should be on the relationship between the past and the present
- Each blog post must demonstrate some minimal research – at least **two** scholarly sources must be cited
- You can use a conversational tone, as well as images, videos, and hyperlinks to pertinent webpages.
- You should include acknowledgement of sources, but these can be given in short/informal form or via a hyperlink and need not be a part of the word count.
- See examples put up in iLearn; see especially *The Conversation* online

Important: In order to pass this task, each student must also make at least one comment on another student's post within two days of each posting. That is, students must make at least 2 comments in total (you are free to make more). Your comments are not graded but must be made by the set dates.

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Research Essay

Due: **24 May 2019, 5pm**

Weighting: **40%**

Major Essay (involves locating your own primary sources and analysing them with reference to several secondary sources; emphasis on independent research skills and extensive argumentation). Answer *one of the fifteen* questions listed on iLearn, in 2500 words. Your essay should include analysis of at least **two** primary sources (at least one of which **MUST** be self-located and not from seminar readings). It should also reference at least **six** secondary sources. The 'further reading' lists in the Unit Guide will be the best place to start your research. Submit via TURNITIN.

Refer to the history essay-writing guides at the back of the Reader 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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Unit Review Exam

Due: **June 7th, 2019, 5pm**

Weighting: **20%**

Details uploaded and released on Monday 3 June 2018. No extra research further than that already undertaken for the unit will be needed. Emphasis will be on wielding a synoptic approach to the period, but will place special attention on the one topic not covered by the essay questions – the fin de siècle.

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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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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.

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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	TOPICS	ASSESSMENT
1. 27 Feb	Introduction	None
2. 6 Mar	<i>Ancien Regimes: Society and Enlightenment Thought</i>	Quiz answers due
3. 13 Mar	The French Revolution: Democracy, Terror and Radical Culture	Quiz answers due

4. 20 Mar	Napoleonic Europe: Dictatorship and Defeat	Quiz answers due; Blog I due 22 March
5. 27 Mar	Industrialization: What, How, and the Backlash	Quiz answers due
6. 3 April	Bourgeois Politics and Society, 1815-1840s	Quiz answers due
7. 10 April	Class: Socialism and the People	Quiz answers due; Blog II due 12 April
SEMESTER BREAK		
8. 1 May	Religion: Revivals, Persecution, and the Challenge from Science	Quiz answers due; <i>feedback given on blogs 1st May</i>
9. 8 May	Workshops on Research Essays	<i>Work on your essays...</i>
10. 15 May	The Woman Question: Women's Place, Women's Rights	Quiz answers due
11. 22 May	Nationalism, with special attention to Italy and Germany	Quiz answers due
12. 29 May	The Fin de Siecle I: Five Contexts	Quiz answers due; Essay due 24 May
13. 5 June	The Fin de Siecle II: The Case of Vienna	Quiz answers due; <i>essays returned 3rd June</i>
		Take-Home Exam due 7 June

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](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

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

- Blog posts
- Research Essay
- Unit Review Exam
- Participation

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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Assessment tasks

- Blog posts
- Research Essay
- Unit Review Exam
- Participation

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

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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Learning outcomes

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Assessment tasks

- Blog posts
- Research Essay
- Unit Review Exam
- Participation
- Quiz

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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Assessment tasks

- Blog posts
- Research Essay

- Unit Review Exam
- Participation
- Quiz

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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- Quiz

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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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
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Assessment tasks

- Research Essay
- Unit Review Exam
- Participation

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