Department of Modern History  
Division of Humanities  
Macquarie University

HIST115  
An Introduction to World History

http://online.mq.edu.au/pub/HIST115/

SEMESTER 1  
2008
GENERAL INFORMATION

Convenor

Name: Associate Professor Marnie Hughes-Warrington
Email: mhughesw@humn.mq.edu.au
Phone: (02) 9850 8806
Office: W6A 412

I am by training a historiographer. I have written three books and edited one: one describing fifty different views of history (*Fifty Key Thinkers on History*, 2000, second edition 2007), one on R. G. Collingwood’s views of the historical imagination and history education (‘How Good an Historian Shall I Be?’: *R. G. Collingwood, the Historical Imagination and Education*, 2003), one on historical films (*History Goes to the Movies*, Routledge, 2007) and one on world histories (*Palgrave Advances in World Histories* (editor), 2004). I am currently editing an historical films reader for Routledge.

Tutor(s) and other Teaching staff

Name: Dr Peter Edwell
Email: peter.edwell@humn.mq.edu.au
Phone: (02) 9850 8845
Office: W6A 516

Dr Peter Edwell teaches and researches in the Department of Ancient History at Macquarie University. He specialises on the Roman presence in the modern Middle East and the period of transformation from the ancient world to the medieval world known as Late Antiquity. One of Dr Edwell’s important research interests focusses on the western end of the silk roads and the involvement of the Palmyrenes in long distance trade between India, the Persian Gulf and the eastern Roman Empire.

Name: Dr Howard Prosser
Email: howard.prosser@humn.mq.edu.au
Phone: 9850 8769
Office: W6A 406

As an historian of ideas, I am specifically interested in the way in which ideology functions in past societies. My specific area of research is the development of European social theory in North America, especially the work of the Frankfurt School.

Name: Mr Kyle Harvey
Email: kyle.Harvey@humn.mq.edu.au
Phone: contact via Jackie Anker
Office: Modern History Tutors’ room, western end of 4th floor of W6A, by appointment

I am an Associate Lecturer and PhD student in the Department of Modern History. My thesis covers twentieth century United States political history, film reception, and more specifically, public attitudes toward the Soviet Union and the nuclear arms race in the 1980s.

General inquiries

Name: Ms Jackie Anker
Email: Jackie.anker@humn.mq.edu.au
Phone: (02) 9850 8879
Fax: (02) 9850 6594
Office: W6A 400
ACADEMIC CONTENTS

Unit description
HIST115 will be of interest to students from all parts of the University. While most history courses look in detail at a particular country, theme or period, HIST 115 surveys history on the biggest possible scale. It begins with the origins of the universe and goes on to tell a series of linked stories about the origins of the stars and planets, the earth and its inhabitants, human beings, and various types of human societies, to the present day. Questions range from how and when the universe created to what practices and ideas give shape to the modern, capitalist world. We shall also ponder the similarities between 'big' history and traditional creation myths. Those enrolling in this unit externally should have regular access to the Internet.

Learning objectives
By the end of this unit, we hope that you will be able to:
1. Analyse and express your judgement about a range of historical phenomena in oral and written form;
2. Read literature from different historical disciplines and interpret written and material evidence with appreciation and understanding;
3. Work with and respond to the views of staff and other students in the unit in both oral and written form;
4. Plan, revise and submit written work according to schedule;
5. Self assess your work against pre-selected criteria;
6. Outline a major scientific theory of change and express your judgement about whether it is 'history';
7. Draw together and judge pre-selected and self-located evidence to provide an analysis of a major historical phenomenon in world history;
8. Construct a synopsis of world history, highlighting a self-selected theme

These objectives reflect the generic skills for 100-level Modern History students outlined below.

Generic skills
Study in this unit will help you to develop generic skills—skills that can be transferred from one situation to another—that are valued by historians and employers alike. Opportunity to develop these skills may be found at all levels in Modern History but we expect that you will normally develop skills on the following sequence:

At 100 level:
- Retrieve information from materials pre-selected
- Search for and present information using IT
- Develop time-management and work organisation skills
- Make verbal presentations and take part in co-operative group work
- Evaluate information, ideas and arguments including those of diverse cultural assumptions
- Plan and present written arguments in coherent and documented form

At 200 level:
- Retrieve information from materials self-located
- Present, defend and modify an argument in verbal presentation
- Undertake more extended research tasks and evaluate complex evidence

At 300 level:
- Identify socially complex problems, formulate own questions, and work out paths of
investigation/creative resolution

- Reflect on how you have analysed information and solved problems, and incorporate lessons learned into future work

DELIVERY AND RESOURCES

Delivery mode
This unit is available on an internal and external basis.

Unit webpage
HIST115 is supported by a website, which may be accessed at:
http://online.mq.edu.au/pub/HIST115/
External students are required to access this site in order to satisfy unit requirements. Internal students are welcome to make use of the website, including the digital repository of digitally recorded lectures (available within 24 hours of delivery of live lecture) and lecture slides (available 1 hour before the lecture, with the exception of lectures given by staff other than the convenor).

Online information
At Macquarie, we use WebCT and other Internet technologies to deliver online units and teaching resources through the Online Teaching Facility. Information about accessing and using this facility can be found at: https://online.mq.edu.au/index.html. Please direct any questions about passwords, access and WebCT to the IT helpdesk You can email them via the Just Ask form at http://www.library.mq.edu.au/justask/, access their help via http://www.library.mq.edu.au/help/ithelp/ or phone (02) 9850 HELP, (02) 9850 4357 (in Sydney) or 1 800 063 191 (outside Sydney).

Lecture times and locations
Tuesdays, 9–10am: E7B MASON
Fridays, 10–11am: E7B MASON

If you are an external student and visit the campus during one of these times, you are welcome to attend.

For current updates, lecture times and classrooms please consult the MQ Timetables website: http://www.timetables.mq.edu.au.

Required and recommended resources
There is one required text for this course: David Christian’s Maps of Time: An Introduction to Big History (Berkeley, CA: University of California Press, 2004). David Christian introduced HIST115 to Macquarie and Maps of Time is the only existing textbook tailored to the unit. This text is available for purchase at the Co-Op bookstore on campus. External students can also contact the Co-Op via phone at (02) 9850 7618, fax at (02) 9887 4712 and the internet at http://www.coop-bookshop.com.au and arrange for texts to be sent to them.
ASSESSMENT IN THIS UNIT

Assessment at a glance

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Weight</th>
<th>Due Date</th>
<th>Brief Description</th>
<th>Linked learning Objective(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorial Participation (internal students)</td>
<td>10%</td>
<td></td>
<td>See description below</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Online discussion Participation (external students)</td>
<td>10%</td>
<td></td>
<td>See description below</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Essay 1</td>
<td>20%</td>
<td>Tuesday 8 April, by 4pm</td>
<td>1000 word paper in response to one of the questions for topics 1–5, listed below</td>
<td>1, 2, 4, 5, 6</td>
</tr>
<tr>
<td>Essay 2</td>
<td>30%</td>
<td>Tuesday 20 May, by 4pm</td>
<td>2000 word paper in response to one of the questions for topics 6–13, listed below</td>
<td>1, 2, 3, 4, 5, 7</td>
</tr>
<tr>
<td>Synoptic Paper</td>
<td>40%</td>
<td>Tuesday 10 June, by 4pm</td>
<td>2000 word synopsis of HIST115, highlighting a self-selected theme.</td>
<td>1, 2, 3, 4, 5, 8</td>
</tr>
</tbody>
</table>

Assessment Tasks

Tutorial and Online Participation
Tutors will look for evidence of student knowledge of set readings, analysis of those readings expressed in verbal form, ability to complete set questions and tasks and willingness to work with and respond to the views of the tutor and other students in verbal form. Internal students who miss more than three tutorials without evidence of an unforeseen and serious disruption (e.g., illness, supported by a medical certificate) will be excluded from the unit. External students are required to post a minimum of three messages in response to the online tutor’s questions to the online discussions forum of the HIST115 website.

Essay 1
Due: Tuesday 8 April, by 4pm, 1000 words, 20%

For your first essay, select one of the following questions, which are based upon discussion topics 1–5. Answer the question using the relevant chapter from David Christian’s Maps of Time, one relevant reading from e-reserve and a minimum of two self-located electronic or print resources (e.g., books, journal articles, reliable websites, DVD documentary). Remember to reference your paper according to the instructions in ‘Writing Essays in History’ below.

You will also need to complete a self-assessment form, a copy of which is included at the back of this unit guide. The marking criteria that you and we will use are included in this unit guide below under the heading ‘Assessment Rubrics’. Students who complete the self
assessment form in an exemplary fashion will be awarded up to two bonus marks for their essay.

Questions

1. What is the ‘Big Bang’ theory? What evidence does this theory rest upon? In your conclusion, indicate whether you think the Big Bang theory is ‘history’.

2. What is the nebular theory of solar system formation, and that what are the key forms of evidence that can be used to support this account? In your conclusion, indicate whether you think the nebular theory is ‘history’.

3. Why don’t modern scientists have a single, agreed theory to explain the origins of life on earth? In your conclusion, indicate whether you accounts of the origins of life are ‘history’.

4. What is the ‘Cambrian explosion’? What are the key pieces of evidence that modern scientists use to support this account? In your conclusion, indicate whether you think the Cambrian explosion is ‘history’.

5. Focusing on one or two example(s), examine the importance of extinction events or environmental catastrophes in world history up to the appearance of hominids (8 million years ago). In your conclusion, indicate whether you think the events described are ‘history’.

Essay 2
Due: Tuesday 20 May, by 4pm, 2000 words, 30%

For your second essay, select one of the following questions, which are based upon discussion topics 6–13. Answer the question using the relevant chapter from David Christian’s Maps of Time, one relevant reading from e-reserve and a minimum of five self-located electronic or print resources. Remember to reference your paper according to the instructions in ‘Writing Essays in History’ below.

You will also need to complete a self-assessment form, a copy of which is included at the back of this unit guide. The marking criteria that you and we will use are included in this unit guide below under the heading ‘Assessment Rubrics’. Rather than being a ‘bonus points’ item (as for essay 1), self-assessment will be taken in to account in the marking of all essays.

Questions

1. Is there a clear, linear history of hominid evolution to 40000 BP? What gaps in the evidence or points of dispute make that hard to sustain?

2. When does human history begin? What key forms of evidence can be used to support your account?

3. Did the emergence of agriculture usher in gender inequality? What key forms of evidence can be used to support your account?

4. Using two to three examples from different parts of the world, examine and compare the reasons why people did or did not adopt agriculture. What key forms of evidence can be used to support your account?

5. Using two to three examples from different parts of the world, examine and compare the key features of agrarian ‘civilisations’. What key forms of evidence can be used to support your account?

6. Why are the ‘silk roads’ important in world history? What key forms of evidence can be used to support your account?

7. Using two examples from different parts of the pre-twentieth century world, examine and
compare the environmental impact of exploration and interaction. What key forms of evidence can be used to support your account?

8. Focusing on two to three examples from different parts of the world, examine the importance of disease in shaping human history. What key forms of evidence can be used to support your account?

9. Why did the Industrial Revolution happen in Europe and not in China? What key forms of evidence can be used to support your account?

10. Was the twentieth century ‘something new under the sun’ (JR McNeill, Something New Under the Sun)? Examine with reference to either population changes or environmental changes. What key forms of evidence can be used to support your account?

Synoptic Paper
Due: Tuesday 10 June, by 4pm, 2000 words, 40%, may be submitted on paper or electronically via the assignment drop box in the unit website.

There is only one question for this task:

1. What, in your view, was the key theme of HIST115: An Introduction to World History? Give examples to support your view.

You may make use of any segments of Maps of Time, unit lectures or any of the e-reserve readings to support your claims.

Remember to write and reference your paper in accordance with the guidelines set out in ‘Writing History Essays’ below.

You will also need to complete a self-assessment form, a copy of which is included at the back of this unit guide. The marking criteria that you and we will use are included in this unit guide below under the heading ‘Assessment Rubrics’. Rather than being a ‘bonus points’ item (as for essay 1), self-assessment will be taken in to account in the marking of all synoptic papers.

This paper will not be returned. Grades for the paper will be listed by student number on Marnie Hughes-Warrington’s door and on the unit website.

Examination(s)
There are no examinations in HIST115.

Assignment submission

Internal Students: Assignments must include a Division of Humanities cover sheet, a heading that identifies the question chosen and a bibliography. Copies of the cover sheet may be found on the ground floor of W6A. Assignments do not have to be typed, but they must be double or one and a half line spaced. In the case of a handwritten assignment, leave one blank line between each line of writing. All essays must be documented with the system of notes set out in ‘Writing History Essays’.

External Students: Assignments must be submitted to COE inside an assignment folder or to COE via email. Three assignment covers and barcodes should have been included in your first COE package. Make sure you fill out all the information boxes on the assignment cover and affix the correct barcode sticker. Assignments do not have to be typed, but they must be double or one and a half line spaced. In the case of a handwritten assignment, leave one blank line between each line of writing. All essays must be documented with the system of notes set out in ‘Writing History Essays’.
Extensions and penalties

If you anticipate any difficulty in meeting assigned due dates then it is important that you contact us as early as possible. Please avoid asking for extensions. Missing deadlines complicates the work of markers and puts you behind. If you have to ask for an extension, request it before the deadline, and only request it if you face serious crises that can be documented in some way (e.g. with a medical certificate). ‘Getting behind with your work’ or ‘I had other deadlines’ do not count.

2% of credit will be deducted per day for assignments handed in late without an extension. If your assessment task is more than two weeks late, and you do not have special consideration, you will need to gain the permission of the unit convenor before submitting that task. Tasks more than two weeks late, without special consideration, will be marked on a pass/fail basis.

5% of credit will be deducted for assignments that exceed the word length by 10% or more. Assignments handed in early will not be marked and returned before the due date. Always keep a copy of your assessment tasks in case they get lost in the system.

Returning assignments

We will mark and return your first essay in time for you to consider our advice when working on your second essay. We will endeavour to mark and return all of the second essays before the end of semester. Essay 1 and 2 will be returned in tutorials. The synoptic paper will not be returned. Over the course of HIST115, your work will be marked by at least two members of staff.

Assessment Rubrics

Note: The Weighting given to the boxes below is not equal.
### Essay 1

<table>
<thead>
<tr>
<th></th>
<th>Fail</th>
<th>Pass</th>
<th>Credit</th>
<th>Distinction</th>
<th>High Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grasp of the task</strong></td>
<td>Information presented bears little or no relation to the selected question</td>
<td>Aware of the selected question but irrelevant or superfluous information is sometimes included.</td>
<td>Aware of the selected question and offers a clear response. May occasionally offer superfluous or irrelevant information.</td>
<td>Signals to readers a clear understanding of the selected question and offers clear lines of argument. Very rarely offers information that does not advance lines of argument. Addresses all aspects of the question.</td>
<td>Clear and effectively presented response to the selected question, no superfluous information. Addresses all aspects of the question.</td>
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<tr>
<td><strong>and focus</strong></td>
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</tr>
<tr>
<td><strong>Knowledge of</strong></td>
<td>Multiple factual errors. Has not used one relevant chapter from <em>Maps of Time</em>, one relevant e-reserve reading and a minimum of two self-located items.</td>
<td>Occasional factual errors. Displays an adequate knowledge of one relevant chapter from <em>Maps of Time</em>, one relevant e-reserve reading and a minimum of two self-located items. These resources do not always support lines of argument.</td>
<td>Occasional factual errors. Displays a good knowledge of one relevant chapter from <em>Maps of Time</em>, one relevant e-reserve reading and a minimum of two self-located items. These resources are used to support the lines of argument offered, but some irrelevant or superfluous information may also be used.</td>
<td>Factual errors are rare or non-existent. Uses one relevant chapter from <em>Maps of Time</em>, one relevant e-reserve reading and a minimum of two self-located items effectively to support and advance arguments. These resources are not always used effectively to advance arguments.</td>
<td>Marshals one relevant chapter from <em>Maps of Time</em>, one relevant e-reserve reading and a minimum of two self-located items in a strategic and thoughtful manner. Draws connections between these resources. Uses self-located materials to advance engaging and thought-provoking ideas.</td>
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<tr>
<td><strong>content and</strong></td>
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<tr>
<td><strong>Research</strong></td>
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</tr>
<tr>
<td><strong>Argument</strong></td>
<td>Little or no structure. Moves randomly from topic to topic, or is off topic.</td>
<td>Confusing or unclear organization. Lacks a firm understanding of how paragraphs and topic sentences may be used to structure arguments Makes little use of introduction or conclusion to signal response to the task and the structure of the materials to come.</td>
<td>Generally clear organization, although occasionally materials and arguments appear to be out of place. Shows some understanding of how paragraphs and topic sentences may be used to structure arguments. Shows some understanding of how an introduction and conclusion may be used to announce ideas and the structure of a written assessment task.</td>
<td>Clear and logical structure announced in the introduction and conclusion and followed through in the main body or lesson plans. Effective use of paragraphs and topic sentences to support announced structure.</td>
<td>Clear, engaging and logical structure announced in the introduction and conclusion and followed through in the main body or lesson plans. Excellent use of paragraphs and topic sentences to support announced structure. Structure is self-designed and reflects creative understanding or how writing may be used effectively to address a task.</td>
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<tr>
<td>Judgement</td>
<td>No judgement discernable in the selection or arrangement of materials, lacks conclusion on whether a theory is 'history'</td>
<td>Judgement in the selection or arrangement of materials is barely discernable, offers a conclusion on whether a theory is history but it is not explained clearly and justified.</td>
<td>Judgement in the selection or arrangement of materials is evident, offers a conclusion on whether a theory is history but it lacks adequate justification.</td>
<td>Judgement in the selection or arrangement of materials is very clear, offers a conclusion on whether a theory is history which is well justified.</td>
<td>Innovative judgement in the selection or arrangement of materials is very clear, offers a conclusion on whether a theory is history which is justified in a novel and or compelling manner.</td>
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<td>Communication</td>
<td>Shaky grasp of grammar fundamentals. Frequent spelling errors. Over-reliance on quotations.</td>
<td>Makes occasional grammatical or spelling errors. Expression may be convoluted or unclear. Over-reliance on quotations.</td>
<td>Makes occasional grammatical or spelling errors. Displays on occasion an understanding of how to present materials in a clear, concise and accessible fashion for readers.</td>
<td>Spelling or grammatical errors are rare. Displays on a number of occasions an understanding of how to present materials in a clear, concise and accessible fashion for readers.</td>
<td>Understands clearly how to present ideas in a concise, accessible and engaging fashion to readers. Spelling errors are extremely rare.</td>
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<td>Referencing and Ethical Use of Materials</td>
<td>Little or no referencing, where it is required. Inaccurate or incomplete references.</td>
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<td>Presentation</td>
<td>Pages are out of order. Segments are missing or illegible. Over reliance on visual materials in the absence of a written argument.</td>
<td>Assessment task response is in order, complete and legible. May use visual materials, but not always in a way that effectively advances arguments.</td>
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<td>Assessment task response is in order, complete and legible. Discerning use of visual materials to advance arguments.</td>
<td>Assessment task response is in order, complete and legible. Discerning use of visual materials to advance arguments and prompt readers (or students) to embrace new ideas.</td>
</tr>
<tr>
<td>Self Assessment</td>
<td>Offers little or no self-assessment.</td>
<td>Has completed the rubric. Offers few comments that suggest an understanding of how self-assessment may be used to strengthen future work.</td>
<td>Has completed the rubric. Offers some comments that suggest an understanding of how self-assessment may be used to strengthen future work.</td>
<td>Has completed the rubric. Offers many comments that suggest an understanding of how self-assessment may be used to strengthen future work.</td>
<td>Has completed the rubric. Understands how self-assessment may be used to strengthen future work. Suggests clear goals and strategies for improvement.</td>
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</tbody>
</table>
## Essay 2

<table>
<thead>
<tr>
<th>Grasp of the task and focus</th>
<th>Fail</th>
<th>Pass</th>
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<td>Factual errors are rare or non-existent. Uses one relevant chapter from Maps of Time, one relevant e-reserve reading and a minimum of five self-located resources effectively to support and advance arguments. These resources are not always used effectively to advance arguments. Clearly identifies key forms of evidence and makes use of them to support claims.</td>
<td>Marshals one relevant chapter from Maps of Time, one relevant e-reserve reading and a minimum of five self-located resources in a strategic and thoughtful manner. Draws connections between these resources. Uses self-located materials to advance engaging and thought-provoking ideas. Uses key forms of evidence to justify judgements and argument.</td>
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<td>Assessment task response is in order, complete and legible. Discerning use of visual materials to advance arguments and prompt readers (or students) to embrace new ideas.</td>
</tr>
<tr>
<td>Self Assessment</td>
<td>Offers little or no self-assessment.</td>
<td>Has completed the rubric. Offers few comments that suggest an understanding of how self-assessment may be used to strengthen future work.</td>
<td>Has completed the rubric. Offers some comments that suggest an understanding of how self-assessment may be used to strengthen future work.</td>
<td>Has completed the rubric. Offers many comments that suggest an understanding of how self-assessment may be used to strengthen future work.</td>
<td>Has completed the rubric. Understands how self-assessment may be used to strengthen future work. Suggests clear goals and strategies for improvement.</td>
</tr>
<tr>
<td></td>
<td>Fail</td>
<td>Pass</td>
<td>Credit</td>
<td>Distinction</td>
<td>High Distinction</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Grasp of the task and focus</strong></td>
<td>Information presented bears little or no relation to the set task.</td>
<td>Aware of the task but irrelevant or superfluous information is sometimes included.</td>
<td>Aware of the task and offer a clear response. May occasionally offer superfluous or irrelevant information.</td>
<td>Signals to readers a clear understanding of the task and offers clear lines of argument. Very rarely offers information that does not advance lines of argument.</td>
<td>Clear and account of the selected theme.</td>
</tr>
<tr>
<td><strong>Knowledge of content and Research</strong></td>
<td>Multiple factual errors. Displays little or no knowledge of unit materials.</td>
<td>Occasionally factual errors. Displays an adequate knowledge of the unit materials.</td>
<td>Occasionally factual errors. Displays a good knowledge of the unit materials.</td>
<td>Factual errors are rare or non-existent. Uses unit materials effectively to support and advance arguments.</td>
<td>Marshals recommend and required materials to support arguments in a strategic and thoughtful manner. Draws connections between materials.</td>
</tr>
<tr>
<td><strong>Argument</strong></td>
<td>Little or no structure. Moves randomly from topic to topic, or is off topic.</td>
<td>Confusing or unclear organization. Lacks a firm understanding of how paragraphs and topic sentences may be used to structure arguments. Makes little use of introduction or conclusion to signal response to the task and the structure of the materials to come.</td>
<td>Generally clear organization although occasionally materials and arguments appear to be out of place. Shows some understanding of how paragraphs and topic sentences may be used to structure arguments. Shows some understanding of how an introduction and conclusion may be used to announce ideas and the structure of a written assessment task.</td>
<td>Clear and logical structure announced in the introduction and conclusion and followed through in the main body or lesson plans. Effective use of paragraphs and topic sentences to support announced structure.</td>
<td>Clear, engaging and logical structure announced in the introduction and conclusion and followed through in the main body or lesson plans. Excellent use of paragraphs and topic sentences to support announced structure. Structure is self-designed and reflects creative understanding or how writing may be used effectively to address a task.</td>
</tr>
<tr>
<td><strong>Creativity</strong></td>
<td>No self-selected theme presented</td>
<td>Has selected a theme, but this match the material discussed or the unit materials only occasionally.</td>
<td>Has selected a theme, and there is a good match between it and the material presented in the paper.</td>
<td>Has selected a theme, and there is a close connection between it and the materials presented in the paper.</td>
<td>Many original thoughts and ideas, such as examples, novel analyses of the unit materials, a creative argument structure, or a novel theme.</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>Shaky grasp of grammar fundamentals.</td>
<td>Makes occasional grammatical or spelling.</td>
<td>Makes occasional grammatical or spelling.</td>
<td>Spelling or grammatical errors are rare.</td>
<td>Uses grammar effectively to advance the</td>
</tr>
<tr>
<td>Frequent spelling errors.</td>
<td>Over-reliance on quotations.</td>
<td>Expression may be convoluted or unclear.</td>
<td>Displays on occasion an understanding of how to present materials in a clear, concise and accessible fashion for readers.</td>
<td>Displays on a number of occasions an understanding of how to present materials in a clear, concise and accessible fashion for readers.</td>
<td>Understanding of readers. Spelling errors are extremely rare. Understands clearly how to present ideas in a concise, accessible and engaging fashion to readers.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
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<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Referencing and Ethical Use of Materials</td>
<td>Little or no referencing, where it is required. Inaccurate or incomplete references.</td>
<td>References conform to the standards set out in ‘Writing History Essays’.</td>
<td>References conform to the standards set out in ‘Writing History Essays’. Understands that references are needed for quotes as well as paraphrased sentences.</td>
<td>References conform to the standards set out in ‘Writing History Essays’. Understands that references are needed for quotes as well as paraphrased sentences.</td>
<td>References conform to the standards set out in ‘Writing History Essays’. Understands that references are needed for quotes as well as paraphrased sentences.</td>
</tr>
<tr>
<td>Presentation</td>
<td>Pages are out of order. Segments are missing or illegible. Over reliance on visual materials in the absence of a written argument.</td>
<td>Assessment task response is in order, complete and legible. May use visual materials, but not always in a way that effectively advances arguments.</td>
<td>Assessment task response is in order, complete and legible. Uses visual materials, sometimes in a way that advances arguments.</td>
<td>Assessment task response is in order, complete and legible. Discerning use of visual materials to advance arguments.</td>
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</tr>
</tbody>
</table>
Writing History Essays  
Prepared by Bridget Deane, authorized by the Department of Modern History and released June 2007

Writing a History essay is not just about writing a narrative, biography or chronology of an event, person or period of time: It requires the construction of an argument in answer to the question posed. During research for your essay you will find that the evidence may suggest several answers to the question. You will therefore form your own opinion through evaluation and analysis of sources and this will be the basis of the argument put forward in your answer.

It is because of the emphasis on evaluation and analysis in the writing of history, that it is essential to acknowledge sources used in your work through the use of a referencing system. In the Department of Modern History either footnotes or endnotes are necessary, using the Chicago referencing style: [http://www.lib.monash.edu.au/tutorials/citing/chicago.html](http://www.lib.monash.edu.au/tutorials/citing/chicago.html)

All students are expected to conform to this system.

**Why reference?**
- It shows the person marking your work the sources that you have been accessing.
- It establishes that your argument is one formed by knowledge of a range of authors’ opinions – use of this knowledge will make your argument stronger.
- It allows the reader to quickly identify and verify the sources you have used.
- Most importantly, it is how you recognise your intellectual debt to others.

**When to footnote**
- It is essential to footnote when you are making use of someone else's words, information or ideas as evidence for your argument.
- Failure to acknowledge this in your own work amounts to plagiarism, i.e., presenting another person's work as if it were your own.
- It is simply not acceptable to plagiarise, and any piece of work found to contain it will be failed automatically. For more information on Macquarie University's policy on plagiarism go to [http://www/student.mq.edu.au/plagiarism/what](http://www/student.mq.edu.au/plagiarism/what)  
- Plagiarism can be avoided by using sources correctly.

**Using sources in your essays**
If you use another person's ideas or information in your essay then you need to acknowledge this use through referencing. Such material may be included in the following ways:
- **Direct Quotation** Using the author's exact words. They must be placed in quotation marks, with a footnote number at the end of the quotation.
- **Paraphrase** (indirect quotation) Rewriting someone else's ideas in your own words. The footnote number is placed at the end of the sentence.
- **Summary** (indirect quotation) Reference to an author's ideas or argument. Again, the footnote number is placed at the end of the sentence.

**Quotations** of more than forty words should be indented using single spacing, without quotation marks:

Some sources suggest that Britain was interested in colonizing NSW for commercial purposes; none of the plans for settlement of NSW, official or unofficial, omitted to mention trade or resource considerations. ³

**How to indent a quotation**
Highlight the words you want to indent. Go to the Format menu and select Paragraph. Choose the Alignment–Left. Under Indents and Spacing adjust the Indentation for at least the left by the required length, for example 1.5cm. Check line spacing is set to single, then click on OK. You will need to reinstate normal format settings once you have created the indentation.
Other sources that need to be referenced

- Images, figures, tables, graphs, maps and diagrams, frame enlargements from films.
- Information from lectures – the lecturer’s words, notes taken during the lecture, information from slides and overheads.

What does not need to be referenced

- Common knowledge – information that is general and well known, that is, in the public domain. For example, the Second World War ended in 1945.
- Your own ideas, arguments and visual materials.

If in doubt about whether to reference or not, ask the unit convenor for advice.

Preparing footnotes

- Footnotes appear at the bottom of each relevant page of your essay, whereas endnotes are located at the end of the document.
- Sometimes because of lack of space at the bottom of a page, Word will move footnotes over to the next page. Do not worry if this happens.
- Titles of books, journals, etc, can either be underlined or written in italics, but not both.
- Punctuation and the use of capitals are important in footnotes, so pay attention to this in the examples below.

How to create a footnote or endnote using Microsoft Word

Go to the Insert menu and select Footnote (or in the 2003 version click Reference). Choose footnote or endnote. For endnotes you will need click on the options button at the bottom of the box and choose 1,2,3, in the number format, then press OK. Make sure the numbering is continuous and applies to the whole document.

Additional material in footnotes

The Department of Modern History discourages the placing of additional material in footnotes, as this indicates lack of editing and an attempt to get round the word limit. An exception is the inclusion of a translation of material included in the main text.

Footnotes

Different sources require different formats when creating footnotes as the examples below will show, but generally you need to include the following information:

- Name of author
- Title of the source
- Name of the city and publisher of the source
- Date of publication
- Page number(s)

Books


Note that publication details are placed in brackets

Books with two authors


Four or more authors


Multivolume work

Translation

Chapter in an edited book

Journal articles

Electronic journal articles

Book reviews

Citing a source read in another source
10 Paul Keating quoted in Richard Connaughton, Japan’s War on Mainland Australia 1942-1944 (London: Brassey's, 1994), p.11.

Unpublished manuscript material
11 John David Booth, Papers, 1984-1990, MLMSS7332, State Library of NSW, Sydney

Information from a lecture
12 Jane Smith, “Women Politicians of the Twentieth Century” (Lecture given at Macquarie University, NSW, March 7, 2005).
13 Jane Smith, “Women Politicians of the Twentieth Century” (Lecture slide, Macquarie University, NSW, March 7, 2005).

Theses and dissertations

Internet sources
References for internet sources must give the author and/or title of the material and the URL (website address) to enable the reader to find the source easily. It is optional to provide the date on which you accessed the source online. Not all website sources are reliable – for guidance on how to assess sources on the internet go to Macquarie University Library’s ‘Evaluating Information on the Internet’ at http://www.lib.mq.wdu.au/find/evaluate.html


Audio-visual sources
16 Steven Spielberg, Schindler's List, (Universal Pictures, 1993)

Note that the inclusion of the production or distribution company is not compulsory. If you are engaged in intensive film analysis it will be of great assistance to the reader of your work if you specify the chapter or minute mark.

Newspapers and magazines
For unsigned articles:
If you access the newspaper or magazine online you must include the URL address.

Images, figures, maps, etc
Every image, figure or map used should be provided with a caption naming the source of the illustration and title:
From a book:
Map: The Religious Complexion of Europe in the Period c. 1555-8

For works of art include the name of the artist and title of the work and source:


Source: State Library of NSW, Sydney

**Note** that these sources do not need to be included in your bibliography.

**Second and later references**

After the first, full reference of a source you can then use an abbreviated version in your footnotes or endnotes:


**OR**

When referring to a source more than once you may use **ibid** in your footnotes when the work is the same as the one above it:

16 ibid., p.67

**Bibliography**

At the end of your essay list all the books, articles and other sources in alphabetical order of author’s family name. You can divide the bibliography into sections, i.e. primary and secondary sources.

**Note** that a bibliography is required in addition to footnotes or endnotes. Formats used for bibliographical entries are different from those used for references.

**Books**


**Books with two authors**


**Four or more authors**


**Multivolume work**


**Translation**


**Note** that for the bibliographical entries for chapters, journal articles and electronic journal articles you need to include the full page range of the text. For **footnotes** and **endnotes** just the page number is cited.

**Chapter in an edited book**


**Journal articles**


**Electronic journal articles**

Book reviews

Source read in another source

Unpublished manuscript material
John David Booth, Papers, 1984-1990, MLMSS7332, State Library of NSW, Sydney

Information from a lecture

Thesis and dissertations

Internet source

Audio-visual sources

Newspapers and magazines
For unsigned articles put the name of the newspaper first:

Further information on referencing and compiling bibliographies
For further information on referencing and compiling bibliographies, including sources not mentioned here, the following books will be useful:
Style Manual for Authors, Editors and Printers (Canberra: AGPS,1994)

Chicago-Style Citation Quick Guide available online at http://www.chicagomanualofstyle.org/tools_citationguide.html
You can also access Citation and Style Guides through the Macquarie University Library Website at http://www.library.mq.edu.au/readyref/cites.html

Special Consideration
No work will be accepted for marking beyond Monday 18 June unless you have submitted a request for special consideration with adequate and appropriate supporting evidence. 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. Students granted special consideration will be awarded an incomplete grade in first semester results released in mid-July. If you believe that you qualify for special consideration, please contact Marnie Hughes-Warrington as soon as is practically possible.

Dating Conventions
In your assignments, you are welcome to use any one of the three common dating conventions: BC/AD, BCE/CE (before the common era) or BP (before the present). While you may use different conventions in different assignments, please use one consistently in each assignment.
POLICIES

Plagiarism

The Academic Senate in June 2001 approved policies and procedures to ensure that Macquarie University takes a consistent and equitable approach to plagiarism. The Senate adopted the following definition of plagiarism.

Definition: Plagiarism involves using the work of another person and presenting it as one's own.

Any of the following acts constitutes plagiarism unless the source of each quotation or piece of borrowed material is clearly acknowledged.

- copying out part(s) of any document or audio-visual material (including computer based material);
- using or extracting another person's concepts, experimental results, or conclusions;
- summarising another person's work;
- in an assignment where there was collaborative preparatory work, submitting substantially the same final version of any material as another student.

Encouraging or assisting another person to commit plagiarism is a form of improper collusion and may attract the same penalties which apply to plagiarism.

Opportunities and temptations for plagiarism have increased with the spread of internet access. Plagiarism is a serious threat to the teaching and accreditation process, and seriously undermines the collegial and ethical principles which underpin the work of a University.

The Dangers of Plagiarism and How to Avoid it

The integrity of learning and scholarship depends on a code of conduct governing good practise and acceptable academic behaviour. One of the most important elements of good practise involves acknowledging carefully the people whose ideas we have used, borrowed, or developed. All students and scholars are bound by these rules because all scholarly work depends in one way or another on the work of others.

Therefore, there is nothing wrong in a student using the work of others as a basis for their own work, nor is it evidence of inadequacy on the student's part, provided they do not attempt to pass off someone else's work as their own. To maintain good academic practice, so that a student may be given credit for their own efforts, and so that their own contribution can be properly appreciated and evaluated, they should acknowledge their sources and they should ALWAYS:

- state clearly in the appropriate form where they found the material on which they have based their work, using the system of referencing specified by the Department in which their assignment was set;
- acknowledge the people whose concepts, experiments, or results they have extracted, developed, or summarised, even if they put these ideas into their own words;
- avoid excessive copying of passages by another author, even where the source is acknowledged. Find another form of words to show that the student has thought about the material and understood it, but stating clearly where they found the ideas.

If a student uses the work of another person without clearly stating or acknowledging their source, the result is falsely claiming that material as their own work and committing an act of PLAGIARISM. This is a very serious violation of good practice and an offence for which a student will be penalised.
Examples of Plagiarism
The following are examples of plagiarism, scaled from the mildest to most serious offences, which may be collectively known as "The Plagiarism Continuum" (Walker, J. (1998) "Student Plagiarism in Universities: What Are We Doing About it?" Higher Education Research and Development, 17, 1, 89-105):

- Sham paraphrasing: Material copied verbatim from text and source acknowledged but represented as paraphrased.
- Illicit paraphrasing: Material paraphrased from text without acknowledgement of source.
- Other plagiarism: Material copied from another student's assignment with the knowledge of the other student.
- Verbatim copying: Material copied verbatim from text without acknowledgement of the source.
- Self-plagiarism or 'recycling': Same assignment submitted more than once for different courses.
- Ghostwriting: Assignment written by a third party and represented by student as own work.
- Purloining: Assignment copied from another student's assignment or other person's paper without the person's knowledge.

Procedures that will be followed in cases of suspected plagiarism
It is recognised that different kinds of plagiarism take place and require different approaches and procedures. However it is in the interests of natural justice for all parties to have a consistent set of procedures and penalties. The Academic Senate has approved the following procedures to be followed in cases of suspected plagiarism.

The level of intent to deceive and the extent of the plagiarism should be the principal criteria for determining penalties. For example, a deliberate intention to deceive and gain unwarranted advantage will attract severe penalties, as will copying essays and assignments in whole from other students or other sources.

The staff member who suspects an instance of plagiarism will report the situation to the convener of the unit involved, or to the Head of Department (if the staff member in question is the convener), or to any other person designated by the Head of Division as appropriate. After discussion, if the Chair agrees that the case warrants more than a warning, the student will be informed in writing of the nature of the complaint and given an opportunity to respond in writing. If the response indicates that there is a case to answer, it will be referred in writing to the Head of Division with a recommendation about a penalty.

The Head of Division may then call for further discussion, or sign off on the recommended penalty. This should be in writing.

Where the Head of Division feels the case is particularly serious or requires further investigation, the case may be referred to the Vice-Chancellor via the Registrar and Vice-Principal. The Vice-Chancellor may refer the case to the University Discipline Committee.

Under all circumstances where the Head of Division finds that plagiarism has occurred, a form will be added to the student's file. The student will be given the opportunity to add a comment to the record and will be asked to sign the form. A copy of the form will also be given to the student.

Penalties
Offences of plagiarism will attract penalties which may vary from counselling and a warning, the deduction of all marks for the assignment, to failure in the unit and reference to the University Discipline Committee. The penalty will depend upon the extent of the plagiarism, whether it is a first or repeated offence, whether there is evidence of deliberate deceit and whether advantage has been taken of another student. In all cases where an assignment is failed for plagiarism, the option of resubmission will not be offered.

**Copyright**

Students are also required to respect the laws of copyright, as set out in the 2000 Academic Manual:

The Copyright Act protects two principal categories of materials. The first is 'works' which includes literary, dramatic, musical and artistic works. Computer programs are defined as literary works. The second is 'subject matter other than works' which includes sound recordings, cinematograph films, television broadcasts and radio broadcasts.

The Act gives the right for a copyright owner to take legal action to prevent infringement and to seek compensation for infringement. In addition a person infringing copyright is liable to criminal prosecution. Staff and students need to be aware of the provisions of the Act and take care not to infringe these provisions. It is a staff member's responsibility to ensure that the provisions of the Act are observed. Copyright gives its owner exclusive rights over the subject matter. Rights vary according to subject matter but basically they include the right to copy, adapt, perform and broadcast the subject matter.

**Exceptions to infringement: Single copies for research or study or for criticism or review**

The 'fair dealing' provisions of the amended Act allow members of staff or students to make a single copy of a literary, dramatic or musical work or an adaptation of such a work for the purposes of research or study if:

- It consists of not more than a reasonable portion of the work, namely up to 10 per cent of the number of pages (being in total at least 10) or the whole or part of a single chapter, whichever is the greater; or
- The whole or part of an article in a periodical publication is copied or the whole or part of two or more articles contained in the same issue of a periodical which relate to the same subject matter are copied.
Grades
The university has a set of guidelines on the distribution of grades across the range from fail to high distinction.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>What does it mean?</th>
</tr>
</thead>
<tbody>
<tr>
<td>HD</td>
<td>85-100%</td>
<td>High Distinction which denotes work of outstanding quality. This may be demonstrated in areas such as criticism, logical argument, interpretation of materials or use of methodology. This grade may also be awarded to recognise a high order of originality or creativity in student performance.</td>
</tr>
<tr>
<td>D</td>
<td>75-84%</td>
<td>Distinction which denotes work of superior quality in the same areas of performance as above. This grade may also be awarded to recognise particular originality or creativity in student performance.</td>
</tr>
<tr>
<td>CR</td>
<td>65-74%</td>
<td>Credit which denotes work of predominantly good quality, demonstrating a sound grasp of content together with efficient organisation, selectivity and use of techniques.</td>
</tr>
<tr>
<td>P</td>
<td>50-64%</td>
<td>Pass which denotes a clear pass and satisfactory achievement of unit objectives.</td>
</tr>
<tr>
<td>PC</td>
<td>45-49%</td>
<td>Conceded Pass which denotes a pass which is marginal.</td>
</tr>
<tr>
<td>F</td>
<td>Below 45%</td>
<td>Fail which denotes that a candidate has failed to complete a unit satisfactorily.</td>
</tr>
</tbody>
</table>

The guidelines are designed to ensure comparability across the University. Scaled marks, raw marks or grades are given to students on each assessment task. This is part of the learning feedback. The marks or grades on the assessment tasks are combined into a raw score in the unit, following the distribution of possible marks indicated in the Unit study guide, but the raw score is only an interim stage in the final calculation of the final grade. A scaling process is used to convert the raw score to the final scaled marks (standardized numerical grades or SNGs), using the guidelines for grading as moderators.

The scaled marks indicate that students have satisfied the criteria for inclusion in a particular performance band and rank them by the performance within the band. The scaling process preserves the rank order of the marks. There is no simple arithmetical relationship between raw marks and scaled marks. The relationship will almost always differ between units and between different performance bands within the same unit.

Feedback and unit evaluation
In this unit you will receive a range of verbal and written feedback on your assessment tasks and work in class or online.
To monitor how successful we are in providing quality teaching and learning, the Department of Modern History also seeks feedback from students. One of the key formal ways students have to provide feedback is through unit and teacher evaluation surveys. The feedback is anonymous and provides the Department with evidence of aspects that students are satisfied with and areas for improvement. The Division of Humanities also holds two student feedback meetings per year. Please watch for advertisements for these meetings and take the opportunity to share...
your suggestions for improvement. At present, the Division is prioritising feedback on
assessment and feedback.

**Student support services**

The University provides many different kinds of support services for you. Contact your tutor if
you need help and see the range of services (such as counselling and writing skills) available at
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lectures</th>
<th>Tutorial</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1    | Week beginning 25 February | 1. Welcome to HIST115  
2. The Origins of the Universe | No tutorials in week 1 |  |
| 2    | Week beginning 3 March | 3. The Origins of the Galaxies, Stars and the Sun  
4. Formation of the Solar System and Earth | Introduction to HIST115 |  |
| 3    | Week beginning 10 March | 5. The Geophysical History of the Earth (Dick Flood, Geology)  
6. The Origins of Life on Earth | Origins of the Universe and Stars |  |
| 4    | Week beginning 17 March | 7. The Evolution of Life on Earth (David Briscoe, Biology)  
8. The Evolution of Life on Earth II (David Briscoe, Biology) | Origins of the Solar System and the Earth |  |
| 5    | Week beginning 24 March | 9. Extinction Events and Major Environmental Catastrophes  
10. Writing Essay 1 in HIST115 | Origins and Evolution of Life on Earth |  |
| 6    | Week beginning 31 March | 11. The Evolution of the Hominids  
12. Kin-ordered Societies | The evolution of modern human beings and kin-ordered societies |  |
| 7    | Week beginning 7 April | 13. The Origins of Agriculture (Peter Edwell)  
14. The Early Agrarian Era (Peter Edwell) | Origins of Agriculture  
Essay 1 due 8 April |  |
| 8    | Week beginning 28 April | 15. States and the Earliest Urban Civilisations (Peter Edwell)  
16. The Evolution and Impact of Agrarian Civilisations (Peter Edwell) | Origins of Agrarian Civilisations |  |
| 9    | Week beginning 5 May | 17. The Silk Roads as a Means of Exchange (Peter Edwell)  

Mid-semester break: 12–27 April
10 Week beginning 12 May

19. Exploration, Exchange and Disease in the Modern World

Exchange and Imperialism: outside tutorial

11 Week beginning 19 May

22. Industrial Revolution, Industrialisation or Industrious Revolutions in Europe?

Modernity

12 Week beginning 26 May

23. Modernity, the Origin or Intensification of Inequality? (Howard Prosser)
24. The Twentieth Century through the lens of Big History: The Political Story (Kyle Harvey)

The Industrial Revolution and Industrialisation

13 Week beginning 2 June

25. The Twentieth Century through the lens of Big History: the Demographic and Environmental Story
26. Patterns of the Past, Present, Future and student feedback on HIST115

The Twentieth Century and Beyond

Synoptic paper due 10 June

Tutorial and Online Discussion Planner

Week Two (week beginning 3 March): Introduction to HIST115

This class or online discussion (external students) gives you the opportunity to raise any questions you may have about the structure and requirements of HIST115. If you are new to university or to Australia, feel welcome to ask about anything in the unit you feel unsure about.

Every week, you will be asked to read one or two chapters from the unit text, David Christian’s Maps of Time and at least one reading from e-reserve. E-reserve is an online collection of readings that can be accessed through the Macquarie University website. Go to www.lib.mq.edu.au and click the link to e-reserve. Type in the unit code at the prompt. When that is accepted, you will gain access to a collection of readings in pdf format. To read those, you will need to have Acrobat reader on your computer. If you do not have Acrobat Reader, go back to the e-reserve login page, and click on the link ‘Trouble Viewing Documents?’ at the bottom of the page. That will direct you through to a site where you can download Reader without cost.

You will notice that we have only listed the unit text and e-reserve readings. This aligns with the Modern History 100-level generic skill of locating and presenting information using IT. There are three chief ways in which you can locate sources. First, there is the Macquarie University catalogue, which is available online. Second, the Macquarie Library holds subscriptions to a number of databases that allow you to access full text copies of journal papers. This is a very useful resource for students on and off campus. In HIST115, the most useful databases will be Expanded Academic ASAP and Project Muse. There are also multiple databases covering the fields of biology, geology and astronomy. Find the links to the catalogue and the databases list.
on the Macquarie library website, [www.mq.edu.au](http://www.mq.edu.au). Finally, you can search for information on the internet. Bear in mind though that you should be discerning in the internet sources you use. Think carefully about whether the information you have used is reliable.

**Week Three (week beginning 10 March): Origins of the Universe and Stars**

The material covered in lectures 2–9 and related discussions is not normally discussed in history courses. They discuss some of the fundamental ideas of modern cosmology, modern geology and earth science, and modern biology. Questions considered will include: How and when was the Universe created? How were the stars and our sun created? How and when were the planets created? How and when was our earth created, and how did it acquire its present arrangement of seas, land, mountains and rivers? Finally, this group of lectures and discussions will ask about how living things originated and acquired the astonishing diversity of forms that we see in the world today.

**Text chapter:** David Christian, *Maps of Time*, chs 1 and 2

**E-Reserve:**


**Week Four (week beginning 17 March): Origins of the Solar System and Earth**

**Text Chapter:** David Christian, *Maps of Time*, ch. 3

**E-Reserve:**


**Week Five (week beginning 24 March): The Origins and Evolution of Life on Earth**

**Text Chapter:** David Christian, *Maps of Time*, ch. 4 and 5

**E-Reserve:**


**Week Six (week beginning 31 March): The Evolution of Modern Human Beings and Kin-Ordered Societies**

In lectures 11–12 we will discuss the appearance of modern humans—of creatures like ourselves—and possible starting points for human history. We will also tackle the complex and difficult task of asking what we can know about the sort of societies they lived in.

**Text Chapter:** David Christian, *Maps of Time*, chs 6 and 7

**E-Reserve:**
Week Seven (week beginning 7 April): Origins of Agriculture
The last ice age ended about ten thousand years ago. From this period, the first agricultural communities make their appearance. From about five thousand years ago, with the appearance of towns, cities, states, and literacy, the volume of evidence increases dramatically. We now enter the territory discussed within the modern discipline of ‘History’. In lectures 13–20 and related discussions we will discuss the nature and evolution of agrarian civilisations in general, from ancient Sumer to societies that existed in recent centuries. We will also consider the connections between communities via the ‘silk roads’ and exploration and try to uncover the power relations that shaped human communities during this period.

Text Chapter: David Christian, *Maps of Time*, ch. 8

E-Reserve:

Week Eight (week beginning 28 April): Origins of Agrarian Civilisations

Text Chapter: David Christian, *Maps of Time*, ch. 9

E-Reserve:

Week Nine (week beginning 5 May): The Evolution and Impact of Agrarian Civilisations

Special Note on this discussion: Internal tutorials will be conducted in the Museum of Ancient Cultures in X5B. External students are encouraged to find a picture of an artefact on the internet that they believe provides evidence of life in an agrarian civilisation. Pictures can be attached to discussion forum messages.
Text Chapter: David Christian, *Maps of Time*, ch. 10

**E-Reserve:**

**Week Ten (week beginning 12 May): Ecological Exchange and Imperialism**

*The central question posed in lectures 19–22 and related discussions is: ‘What is distinctive about the modern world?’ And how can we explain the emergence of societies so very different from all earlier human societies? There is no consensus amongst historians on this issue, so it is necessary to approach these large questions with painstaking care. These lectures will offer one possible route through these important but difficult questions. We are also going to assess whether modernity meant ‘progress’ for all people.*

**Special Note on this discussion:** Internal students should be prepared (weather permitting) to participate in tutorial activities that are conducted outdoors on the Macquarie campus. Please wear comfortable shoes and bring a raincoat if the forecast suggests rain. You might also want to bring a plastic bag to sit on if the grass is wet.

**External students who have a digital camera (still or movie) are invited to show us the results of their explorations via the unit website. Images can be attached to discussion forum messages.**

Text Chapter: David Christian, *Maps of Time*, ch. 11

**E-Reserve:**

**Week Eleven (week beginning 19 May): The Industrial Revolution**

*The central question posed in lectures 18–20 and related discussions is: ‘What is distinctive about the modern world?’ And how can we explain the emergence of societies so very different from all earlier human societies? There is no consensus amongst historians on this issue, so it is necessary to approach these large questions with painstaking care. These lectures will offer one possible route through these important but difficult questions. We are also going to assess whether modernity meant ‘progress’ for all people.*

E-Reserve:

Week Twelve (week beginning 26 May): The Industrial Revolution
E-Reserve:

Week Thirteen (week beginning 2 June): The Twentieth Century and Beyond
The last lectures and tutorial discussion in this course will look to the twentieth century and to the future. In a course like this, which covers huge periods of time, we inevitably become aware of long-term trends, so it makes sense to ask whether these trends will or will not be projected into the future. In this way, history can provide a very helpful way of thinking about our futures, and about some important decisions that will have to be taken by people who are alive today. We will also look back over the entire course to see if we can detect any large patterns. Finally, we will think about the problems and promise of ‘big’ history. Please come to the final lecture or go online to fill out a student feedback survey.

E-Reserve:
HIST115: An Introduction to World History
Self Assessment: Synoptic Paper

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Student Number: __________________________

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Comments:
In your comments, it would be helpful for you to note
- How, if at all, your understanding of history has changed as a result of doing this unit
- What things you have done well
- What skills and ideas you wish to develop further
- Strategies you might use to develop those skills or ideas
HIST115: An Introduction to World History
Self Assessment: Essay 2

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HIST115: An Introduction to World History
Self Assessment: Essay 1

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