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The published on-line version of the Course Profile is the authoritative version and by the publication of the Course Profile on-line the University deems the student has been notified of and read the course requirements.

1. General Course Information

1.1 Course Details

COURSE CODE	2101LHS
COURSE TITLE	Australia and the World: 1788 to the Present
ACADEMIC ORGANISATION	LHS School of Humanities, Languages and Social Science
TRIMESTER	Trimester 1
MODE	In Person
LEVEL	Undergraduate
LOCATION	
CREDIT POINT VALUE	10

Course Description:

This course will introduce students to the key political, social and cultural events, people, and issues that helped shape Australian history. The changes and continuities in Australian history will be explored, allowing students to develop an ability to understand and critique different perspectives on the history of Australia. This course will help students to conceptualise as well as analyse the origins, narrative and impact of events in Australian history. INCOMPATIBLE: 2063EDN Australian Studies; 2101AMC / 2101ART / 2101HUM Australia and the World: 1788 to Present; AUS21 Australia and the World: 1788 to Present (OUA Course Equivalent).

Assumed Background:

It is not necessary to have any prior knowledge of Australian history to complete this course successfully.

1.2 Course Introduction

From early concepts of Terra Australis and the richness of Aboriginal culture before the establishment of a convict colony by the British in 1788, through the transformation into an independent nation to modern-day multicultural Australia, this course will look at the confrontations and interactions, the changes and continuities, the successes and failures that have shaped a nation. Themes of particular interest include the relationship between indigenous and non-indigenous Australians; the convict experience; life in the early colony; Australian experiences of war; and the political, social and cultural changes that have helped shape and reshape contemporary Australia.

Previous Student Feedback

"This has been one of my favourite subjects for the semester, and has made me aware that Australian history can actually be very interesting"

"The content was great and interesting"

"This course was one of the, if not the, best clearly delivered, well organised, highly engaging and the most enjoyable I have done over my four years at Griffith"

"I enjoyed that this class was not about just memorizing dates or times. I learned a lot more in this class than any other History class I have ever taken"

1.3 Course Staff

Primary Convenor **Dr Mike Davis**

EMAIL	m.davis@griffith.edu.au
HOME PAGE	https://www.griffith.edu.au/humanities-languages/school-humanities-languages-social-science/staff/michael-davis
CAMPUS	Gold Coast Campus
BUILDING	Arts & Education 1 (G30)
ROOM	4.22

1.4 Timetable

Timetables are available on [the Programs and Courses website](#).

NB: Details contained in this section of the course profile and section 4.1 Learning Activities are to be read in conjunction with the official class timetable. The published class timetable which is the authoritative source for timetabling information for all campuses can be located by clicking on the link above.

1.5 Lecture Capture

It is standard practice at Griffith University that lectures timetabled in lecture capture-enabled venues are recorded and made available to students on the relevant course site, in accordance with the University's [Lecture Capture Policy](#).

The lecture series delivered as part of this course will be recorded and accessible via the Learning@Griffith course site.

2. Aims, Outcomes & Graduate Attributes

2.1 Course Aims

Australia and the World is designed to introduce students to a range of viewpoints on the major political, social and cultural events, people and issues shaping Australian history to the present day.

From the late eighteenth century through to the twenty-first century, we will explore early settlement and interactions with Indigenous Australians, the convict system, frontier society, the Gold Rushes, debates over Federation, and images of the new nation. In the twentieth century, we investigate whether war was a significant factor in forming national identity as well as the forces of change since the 1950s that have seen Australia develop into a multicultural society.

The course aims to develop the ability of students to critique different perspectives on these events and issues, and to impart an understanding of major developments in Australian cultural, social and political history. It aims to demonstrate the importance of understanding different perspectives on the past when defining national identity, understanding the formation of major Australian institutions, and understanding the possibilities for change. It seeks to develop a sense of informed citizenship among Australians and an introduction to Australia's past for newcomers to the subject.

2.2 Learning Outcomes

After successfully completing this course you should be able to:

- 1 Critique the different perspectives on the major developments in Australian cultural, social and political history when defining national identity, the formation of national structures and institutions.
- 2 Analyse critically the forces of change that have seen Australia develop into a multicultural society.
- 3 Present your analysis of debates on Australian history to peers.
- 4 Source, organise, and critically evaluate and interpret information from academic materials to construct and support an argument.

2.3. Graduate Attributes

For further details on the Griffith Graduate please [click here](#)

Griffith University prepares influential graduates to be:

- [Knowledgeable and skilled, with critical judgement](#)
- [Effective communicators and collaborators](#)
- [Innovative, creative and entrepreneurial](#)
- [Socially responsible and engaged in their communities](#)
- [Culturally capable when working with First Australians](#)
- [Effective in culturally diverse and international environments](#)

This table demonstrates where each of the Griffith Graduate Attributes is taught, practised and assessed in this course.

For further details on the Griffith Graduate Attributes please refer to [The Griffith Graduate policy](#).

University wide attributes

GRADUATE ATTRIBUTE	TAUGHT	PRACTISED	ASSESSED
Knowledgeable and skilled, with critical judgement	•	•	•
Effective communicators and collaborators	•	•	•
Innovative, creative and entrepreneurial	•	•	•
Socially responsible and engaged in their communities	•	•	•
Culturally capable when working with First Australians	•	•	•
Effective in culturally diverse and international environments	•	•	•

3. Learning Resources

3.1 Required Resources

Details of your Required Learning Resources are available from the [Reading List](#).

3.2 Recommended Resources

Details of your Recommended Learning Resources are available from the [Reading List](#).

3.3 University Learning Resources

The University provides many facilities and support services to assist students in their studies. Links to information about University support resources that are available to students are included below for easy reference.

[Readings](#) - New online service enabling students to access Required and Recommended Learning resources. It connects to the library catalogue to assist with quickly locating material held in Griffith libraries and enables students to manage and prioritise their readings, add personal study notes and export citations.

[Learning@Griffith](#) - there is a dedicated website for this course via the Learning@Griffith at myGriffith.

[Academic Integrity Tutorial](#) - this tutorial helps students to understand what academic integrity is and why it matters. You will be able to identify types of academic misconduct, understand what skills you will need in order to maintain academic integrity, and learn about the processes of referencing styles.

[Student Services](#) provides a range of services to support students throughout their studies including personal support such as Counselling and Health Services; Academic support; and Financial and Welfare support.

[Careers and Employment Service](#) can assist all enrolled students and recent graduates with career direction, course uncertainty, interview preparation, job search tips, LinkedIn reviews and much more. Our [Unitemps Recruitment Service](#) can assist you with finding paid casual work while you study.

[Information Services \(Study\)](#) provides academic, information and digital skills support resources. The study skills resources on this website include self-help tasks focusing on preparing for your assignment, writing your assignment, exam preparation, referencing and access to free online training to improve your digital skills.

[Support for learning](#) - the University provides access to common use computing facilities for educational purposes.

[Code of Practice](#) - Griffith Information Technology Resources.

4. Teaching & Learning Activities

4.1 Learning Activities

Week Commencing	Activity	Learning Outcomes
25 Feb 19	Course Introduction & Australia before 1788 (Lecture):	1, 2
25 Feb 19	Tutorial 1 (Online Forum) (Tutorial): This tutorial will be conducted as an online forum. Face-to-face tutorials will commence in week 2.	1, 2, 3, 4
4 Mar 19	Tutorial 2 (Convicts and the Convict System) (Tutorial):	1, 2, 3, 4
4 Mar 19	Convicts and British Colonies in Australia (Lecture):	1, 2
11 Mar 19	Settlement or Invasion? The Impact of Colonization (Lecture):	1, 2
11 Mar 19	Tutorial 3 (The Impact of Colonization) (Tutorial):	1, 2, 3, 4
18 Mar 19	Tutorial 4 (Early Colonial Life) (Tutorial):	1, 2, 3, 4
18 Mar 19	Life in the Colony to 1820 (Lecture):	1, 2
25 Mar 19	Tutorial 5 (Gold Rushes of the 1850s) (Tutorial):	1, 2, 3, 4
25 Mar 19	Wool and Gold: Australia from the 1820s to 1850s (Lecture):	1, 2
1 Apr 19	Tutorial 6 (Urban Life in the 19th Century) (Tutorial):	1, 2, 3, 4
1 Apr 19	Cities and Urban Life in the 19th Century (Lecture):	1, 2
8 Apr 19	Tutorial 7 (Explorers and Bushrangers) (Tutorial):	1, 2, 3, 4
8 Apr 19	Heroes of Australia?: Explorers and Bushrangers (Lecture):	1, 2
22 Apr 19	Tutorial 8 (Online Forum - Roles of Women) (Tutorial): This tutorial will be conducted as an online forum.	1, 2, 3, 4
22 Apr 19	Women and Immigrants in the 19th Century (Lecture):	1, 2
29 Apr 19	One Nation: The Federation of Australia (Lecture):	1, 2, 3
29 Apr 19	Tutorial 9 (Nation Building and a New Australia) (Tutorial):	1, 2, 3, 4
6 May 19	Tutorial 10 (The ANZAC Legend) (Tutorial):	1, 2, 3, 4
6 May 19	World War I and the ANZAC Legend (Lecture):	1, 2
13 May 19	Tutorial 11 (Australia and the Great Depression) (Tutorial):	1, 2, 3, 4
13 May 19	Australia in the 1930s (Lecture):	1, 2
20 May 19	Tutorial 12 (The History Wars & Reflection) (Tutorial): There will be both a face-to-face tutorial on the History Wars and a written critical reflection submitted to an online forum.	1, 2, 3, 4
20 May 19	Australia in the 20th Century (Lecture):	1, 2

4.2 Other Teaching and Learning Activities Information

This course is taught at both the Gold Coast and Nathan campuses. Class contact is once a week (including lectures and tutorials) from week 1 to week 12.

You are expected to dedicate approximately 10 hours per week to the course. This includes attendance at lectures and tutorials as well as reading in preparation for classes and assessment. You are expected to read and reflect on all the course materials, and this expectation is reflected in the assessment plan for the course.

5. Assessment Plan

5.1 Assessment Summary

This is a summary of the assessment in the course. For detailed information on each assessment, see [5.2 Assessment Detail](#) below.

ASSESSMENT TASK	DUE DATE	WEIGHTING	MARKED OUT OF	LEARNING OUTCOMES	MAXIMUM EXTENSION PERIOD
<i>Guided discussion with peers</i> Tutorial Discussion	25 Feb 19 - 31 May 19	30%	100 marks	1, 2, 3, 4	
<i>Assignment - Written Assignment</i> Research Essay	29 Apr 19 23:59 Maximum extension period of 14 days applies for medical reasons and bereavement.	40%	100 marks	1, 2, 4	
<i>Exam - constructed response</i> Invigilated Exam	Examination Period	30%	100 marks	1, 2, 4	

5.2 Assessment Detail

Title: Tutorial Discussion

Type: Guided discussion with peers

Learning Outcomes Assessed: 1, 2, 3, 4

Due Date:

25 Feb 19 - 31 May 19

Weight: 30%

Marked out of: 100

Task Description:

This task assesses the quality of your contributions in the tutorial environment, based on your engagement in tutorial discussions each week and drawing from references in the course readings to support your argument.

Criteria & Marking:

The assessment criteria for this task are as follows:

- **Preparation and Active Engagement with Course Materials:** Demonstrated achievements include completion of all set readings and critical assessment of the readings.
- **Interpretation and Analysis of Course Materials:** Demonstrated achievements include presenting interpretations of course materials (more than just facts) to the class and the ability of engage with the historical debates.
- **Critical Contributions to Classroom and Online Discussions:** Demonstrated achievements include thoughtful responses to other students' points; a capacity to think through own points; constructive questioning of others; offers and supports interpretations that may be counter to the majority opinion; and presents self-prepared questions to foster discussion.
- **Quality and Quantity of Involvement in Classroom and Online Discussions:** Demonstrated achievements include regular and ongoing engagement in classroom and online discussions.

This assessment item:

- is a school based activity
- is an individual activity
- does not include a self assessment activity
- does not have a re-attempt provision

Title: Research Essay

Type: Assignment - Written Assignment

Learning Outcomes Assessed: 1, 2, 4

Due Date:

29 Apr 19 23:59 Maximum extension period of 14 days applies for medical reasons and bereavement.

Weight: 40%

Marked out of: 100

Task Description:

This task involves writing a research essay of an expected 2,500 words.

Full instructions for completing this task as well as the essay questions are available on the Research Essay Task Sheet available under the relevant "Assessment" link on the course website at Learning@Griffith.

The essay will be due by 11:59pm on the due date.

Essays are to be submitted online via the SafeAssignment facility available under the relevant "Assessment" link on the course website at Learning@Griffith.

Essays should not be submitted in hardcopy or via email to the Course Convenor or Tutor.

Criteria & Marking:

The assessment criteria for this task are as follows:

- **Content and Information:** Assessment of the understanding of historical background, context and facts as well as the depth of answer to the essay question.
- **Argument and Interpretation:** Assessment of how well the essay interprets the historical context and facts; and how well an explicit and coherent argument is constructed and supported by evidence.
- **Engagement with Evidence:** Assessment of how well source materials are used in constructing and supporting an argument.
- **Research:** Assessment of the breadth and depth of research. This is an assessment of both the number and quality of sources. At least ten (10) **academic sources**.*
- **Structure and Written Expression:** Assessment of how well the essay is structured in terms of a logical sequence of ideas and information to answer the essay question and to support an argument. Paragraph and sentence structure will be assessed as well as the fluency of the text, with a particular focus on grammar, punctuation and spelling.
- **Referencing:** Assessment of appropriate referencing in accordance with academic conventions.

* **Academic sources are books, books chapters and journal articles. Primary sources also count as academic sources. However, websites are NOT considered to be academic sources and will not count towards the minimum number of sources.**

Submission: The assessment task is to be submitted online via the SafeAssignment facility available under the relevant "Assessment" link on the course website at Learning@Griffith.

This assessment item:

- is a school based activity
- is an individual activity
- does not include a self assessment activity
- does not have a resubmission provision

Title: Invigilated Exam

Type: Exam - constructed response

Learning Outcomes Assessed: 1, 2, 4

Due Date:

Examination Period

Weight: 30%

Marked out of: 100

Perusal: 10 minutes

Duration: 120 minutes

Format: Open Book with Restrictions

Task Description:

This task will be centrally organised invigilated exam.

The questions and answers will be derived from the lecture content. Students are permitted to bring an unlimited number of hand-written or typed notes and copies of the lecture slides to the examination.

Further information and answers to FAQs for this assessment task are available on the Exam Task Sheet available under the relevant "Assessment" link on the course website at Learning@Griffith.

Criteria & Marking:

The assessment criteria for this task are as follows:

- **Knowledge and Understanding:** Assessment of understanding of the topic addressed in the exam question as well as demonstrated knowledge of relevant historical background, context and facts.
- **Addressing the Question:** Assessment of how well the response answers the exam question.
- **Analysis and Argument:** Assessment of how well the response analyses the topic addressed in the exam question and the quality of the argument constructed in the response.
- **Accuracy:** Assessment of the historical accuracy in the response.

This assessment item:

- is a centrally organised activity
- is an individual activity
- does not include a self assessment activity

5.3 Late Submission

An assessment item submitted after the due date, without an approved extension from the Course Convenor, will be penalised. The standard penalty is the reduction of the mark allocated to the assessment item by 10% of the maximum mark applicable for the assessment item, for each working day or part working day that the item is late. Assessment items submitted more than five working days after the due date are awarded zero marks.

5.4 Other Assessment Information

Griffith University Disclosure Statement

The University shall provide reasonable adjustments to assessment for students with disabilities consistent with the Disabilities Standards for Education 2005, while maintaining the academic integrity of its programs. Adjustments shall be made on an individual basis. Please refer to this policy as it sets out the principles and processes that guide the University [Reasonable Adjustments for Assessment - Students with Disabilities](#)

Supplementary Assessment is not available for this course.

Final Grades

A student's final grade for this course will be based on the aggregation and weighting of marks across assessment, any mandatory pass components and grade cut-offs. Grade cut-offs can vary, so you will need to wait for the official release of grades to be sure of your grade for this course.

- This course is a graded course (i.e 7, 6, 5, 4, 3, 2, 1).

Marks for all assessment items will be recorded and made available to students through **My Marks** on Learning@Griffith.

Written feedback on the **Research Essay** will be provided to students generally within 3 weeks from the due date.

A progress mark for **Tutorial Discussion** for weeks 1 to 6 will be available as soon as possible after the week6tutorial. Feedback on final marks for the Tutorial Discussion assessment task can be provided to students upon request and those requests should be directed to the relevant Tutor.

Requests for feedback on the **Exam** should be directed to the Course Convenor.

SPECIAL NOTE: To be awarded a grade of Pass or higher, students must have completed 85% or more of the weighted items, with marks above zero. All assessment items must be completed to avoid an automatic fail in the course.

6. Policies & Guidelines

This section contains the details of and links to the most relevant policies and course guidelines. For further details on University Policies please visit the [Policy Library](#)

6.1 Assessment Related Policies and Guidelines

University Policies & Guidelines

The University's assessment-related policies can be found in the [Griffith Policy Library](#).

The Assessment policy covers topics including: assessment requirements; award of grades; supplementary assessment; special consideration; extensions and deferred assessment; conduct of students in examinations; cheating; plagiarism; notification of results; appeals against the award of grades.

Academic Integrity

Student academic misconduct encompasses all behaviour:

- involving the misrepresentation of academic achievement; or
- undermining the core values (honesty, trust, fairness, respect and responsibility) of academic integrity; or
- breaching academic integrity;

whether intentional or unintentional. Student academic misconduct includes doing as well as attempting to do any of the acts, omissions or things that constitute academic misconduct.

Student academic misconduct is defined in the [Institutional Framework for Promoting Academic Integrity among Students](#).

Please also refer to the [Student Academic Misconduct Policy](#).

Reasonable Adjustments for Assessment - Students with Disabilities Policy

The [Reasonable Adjustments for Assessment - Students with Disabilities](#) Policy sets out the principles and processes that guide the University in making reasonable adjustments to assessment for students with disabilities while maintaining the academic integrity of its programs.

Griffith University Disclosure Statement

The [Griffith University Disclosure Statement](#) has been developed to identify and negotiate whether necessary and reasonable accommodations and adjustments can be made, wherever possible, to enable students with disabilities and/or health conditions to undertake required learning activities. Course Convenors are encouraged to reference the Griffith University Disclosure Statement in the Learning Activities and Assessment Plan sections of their course profiles.

Assessment, how to submit an assignment and exams, viewing your grades

All you need to know about [assessment, exams and grades](#)

Text Matching Software

The University uses text matching software. Students should be aware that your Course Convenor may use software to check submitted assessment tasks. If this is the case, your Course Convenor will provide more detailed information about how the software will be used for individual assessment items.

Related links:

- [Academic Integrity website](#)
- [Academic Standing, Progression and Exclusion Policy](#)
- [Assessment Policy](#)
- [Assessment Submission and Return Procedures](#)
- [End of Trimester Centrally Administered Examinations Policy and Procedures](#)
- [Governance of Assessment and Academic Achievement Standards](#)
- [Standards for First Year Assessment](#)
- [Institutional Framework for Promoting Academic Integrity among Students](#)
- [Student Academic Misconduct Policy](#)

LHS School of Humanities, Languages and Social Science

Assessment Guidelines

A formal Referencing Style Handbook is available on the [Learning@Griffith](#) course website.

6.2 Other Policies and Guidelines

University Policies and Guidelines

Students are responsible for ensuring that they have read all sections of the Course Profile for the course/s in which they are enrolled in any enrolment period. The published online version of the Course Profile is the authoritative version and by the publication of the Course Profile online, the University deems the student has been notified of and read the course requirements. Variations to the Course Profile during the trimester of offer are not permitted except in exceptional circumstances and will be advised in writing to all enrolled students and via the [Learning@Griffith](#) website. Additional information regarding the content of this course may be published on the [Learning@Griffith](#) website.

Copyright matters

Copyright applies to all teaching materials and materials generated by students which substantially relate to Griffith University courses. *Students are warned against selling Griffith University teaching materials and their student notes online through commercial websites during and after their studies.* You will almost certainly be in breach of copyright law and Griffith's IT Code of Practice if you post these materials on the internet and commercial websites. Please refer to the [Copyright Guide for Students](#) for further information.

Health and Safety

Griffith University is committed to providing a safe work and study environment. However, all students, staff and visitors have an obligation to ensure the safety of themselves and those whose safety may be affected by their actions. Staff in control of learning activities will ensure as far as

reasonably practical, that those activities are safe and that all safety obligations are being met. Students are required to comply with all safety instructions and are requested to report safety concerns to the University.

General health and safety information is available on the [Health, Safety and Wellbeing](#) website.

Other Key Student-Related Policies

All University policy documents are accessible to students via the [Griffith Policy Library](#) and links to key policy documents, in addition to those listed in 6.1 above, are included below for easy reference:

- [Student Communications Policy](#)
- [Health and Safety Policy](#)
- [Student Administration Policy](#)
- [Student Charter](#)
- [Student Review and Appeals Policy](#)
- [Student Review and Appeals Procedures](#)
- [Student Complaints Policy](#)

Learning Summary

Below is a table showing the relationship between the learning outcomes for this course, the learning activities used to develop each outcome and the assessment task used to assess each outcome.

Learning Outcomes

After successfully completing this course you should be able to:

- 1 Critique the different perspectives on the major developments in Australian cultural, social and political history when defining national identity, the formation of national structures and institutions.
- 2 Analyse critically the forces of change that have seen Australia develop into a multicultural society.
- 3 Present your analysis of debates on Australian history to peers.
- 4 Source, organise, and critically evaluate and interpret information from academic materials to construct and support an argument.

Assessment & Learning Activities

LEARNING ACTIVITIES	LEARNING OUTCOMES			
	1	2	3	4
Course Introduction & Australia before 1788 (Lecture)	●	●		
Tutorial 1 (Online Forum) (Tutorial)	●	●	●	●
Tutorial 2 (Convicts and the Convict System) (Tutorial)	●	●	●	●
Convicts and British Colonies in Australia (Lecture)	●	●		
Settlement or Invasion? The Impact of Colonization (Lecture)	●	●		
Tutorial 3 (The Impact of Colonization) (Tutorial)	●	●	●	●
Tutorial 4 (Early Colonial Life) (Tutorial)	●	●	●	●
Life in the Colony to 1820 (Lecture)	●	●		
Tutorial 5 (Gold Rushes of the 1850s) (Tutorial)	●	●	●	●
Wool and Gold: Australia from the 1820s to 1850s (Lecture)	●	●		
Tutorial 6 (Urban Life in the 19th Century) (Tutorial)	●	●	●	●

LEARNING ACTIVITIES	LEARNING OUTCOMES			
	1	2	3	4
Cities and Urban Life in the 19th Century (Lecture)	●	●		
Tutorial 7 (Explorers and Bushrangers) (Tutorial)	●	●	●	●
Heroes of Australia?: Explorers and Bushrangers (Lecture)	●	●		
Tutorial 8 (Online Forum - Roles of Women) (Tutorial)	●	●	●	●
Women and Immigrants in the 19th Century (Lecture)	●	●		
One Nation: The Federation of Australia (Lecture)	●	●	●	
Tutorial 9 (Nation Building and a New Australia) (Tutorial)	●	●	●	●
Tutorial 10 (The ANZAC Legend) (Tutorial)	●	●	●	●
World War I and the ANZAC Legend (Lecture)	●	●		
Tutorial 11 (Australia and the Great Depression) (Tutorial)	●	●	●	●
Australia in the 1930s (Lecture)	●	●		
Tutorial 12 (The History Wars & Reflection) (Tutorial)	●	●	●	●
Australia in the 20th Century (Lecture)	●	●		
ASSESSMENT TASKS				
Tutorial Discussion	●	●	●	●
Research Essay	●	●		●
Invigilated Exam	●	●		●

Graduate Attributes

For further details on the Griffith Graduate please [click here](#)

Griffith University prepares influential graduates to be:

- [Knowledgeable and skilled, with critical judgement](#)
- [Effective communicators and collaborators](#)
- [Innovative, creative and entrepreneurial](#)
- [Socially responsible and engaged in their communities](#)
- [Culturally capable when working with First Australians](#)
- [Effective in culturally diverse and international environments](#)

This table demonstrates where each of the Griffith Graduate Attributes is taught, practised and assessed in this course.

University wide attributes

GRADUATE ATTRIBUTE	TAUGHT	PRACTISED	ASSESSED
Knowledgeable and skilled, with critical judgement	•	•	•
Effective communicators and collaborators	•	•	•
Innovative, creative and entrepreneurial	•	•	•
Socially responsible and engaged in their communities	•	•	•
Culturally capable when working with First Australians	•	•	•
Effective in culturally diverse and international environments	•	•	•