



MHIS302

Australian History since 1901

S1 External 2015

Dept of Modern History, Politics & International Relations

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General Information

Unit convenor and teaching staff

Unit Convenor

Tanya Evans

tanya.evans@mq.edu.au

Contact via tanya.evans@mq.edu.au

Credit points

3

Prerequisites

39cp or (6cp in HIST or MHIS or POL units at 200 level including 3cp in HIST or MHIS)

Corequisites

Co-badged status

Unit description

This unit presents a social and cultural history of Australia in the twentieth century, offering broad ranging and diverse interpretations of the period. We cover the fundamental political changes from the early years of the Labor Party, right through to the rise of the Right and Pauline Hanson on the cusp of the new millennium. We explore the foundations of the Australian national identity and analyse the manifest social changes that occurred across the century. We feature the central developments of the century, from war to depression and back to war again, as well as addressing the everyday experiences of Australians through looking at migration, suburbanisation, protest, and popular culture. The unit will be of particular interest to education students who are intending to teach Australian history in schools.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

1. read and analyse different kinds of historical evidence, including visual and textual sources;
2. find, analyse and apply historical information (especially self-located research materials);
3. Communicate effectively in oral forms, and in a range of written forms;
4. Engage effectively in group work with your peers;
5. Participate actively in group discussions; We

also hope that you will acquire and demonstrate knowledge in the following areas: 6. Describe the main changes and continuities in Australian society and the economy 7. Understand the basic political, administrative and economic structures of the period 8. Outline the dominant understandings and ideologies throughout the century 9. Explain how Australia interacted with the rest of the world 10. Understand the interactions between white Australia and Aboriginal Australia 11. Discuss the emergence of new political and social forms in the 1960s and 1970s. 12. Consider the social and political movements of the 1980s and 1990s 13. Pinpoint moments of crisis between 1901 and 1999.

Assessment Tasks

Name	Weighting	Due
1. Research essay plan	20%	Friday 20th March 2015 5pm
2. Research essay	40%	Monday 27th April 2015 5pm
3. Group class presentation	10%	In class or online
4. Class/online participation	10%	Across semester
5. Best OU Blog posts	20%	Friday 5.6.15 5pm

1. Research essay plan

Due: **Friday 20th March 2015 5pm**

Weighting: **20%**

1. Research essay plan (20%) Due Friday 20th March 2015, 5pm, 1200 words maximum

Pick a topic in this course and design a research question focusing on the **historiography** of this topic; i.e. the history of how this topic has been studied and interpreted by historians over the years. You are encouraged to seek your own sources but as a guide consult the readings suggested in your unit reader.

Submit a research essay proposal including the following information:

1. The essay question you have designed. NB This must be a question, not a vague topic, because your essay will be marked according to the question you have designed.
2. One page describing how you will approach this essay, explaining what questions or issues you will focus on; why these are significant; and what kind of sources will be most useful for your project. Include short answers to the following questions:
 - a. What is my topic about?

- b. Who are the major historians who have written about this topic?
 - c. What other secondary sources will I need to shed light on my topic?
 - d. Are there other themes or issues I need to explore in order to understand this topic properly? E.g. do I need to find out more about socialist vs. liberal arguments? Do I need to understand concepts such as 'memory', 'gender' or 'identity'?
3. An annotated bibliography of five of the most useful secondary sources for researching this essay. (Your major research essay will of course require more than five sources!)

This is an **historiographical** task which assesses whether students have understood the topic; shown good judgement in the kinds of historical sources required for 300-level university history essays; and understood how and why different historians have different approaches to or interpretations of historical events.

NOTE: an assessment rubric for this assignment is available on I learn. After this assignment is returned to you, you will be required to retain the marker's comments and resubmit them with your major essay, along with a short statement about how you have responded to the feedback provided in your second piece of work for the unit.

On successful completion you will be able to:

- At the end of this unit, we anticipate that you will develop the following skills: 1. read and analyse different kinds of historical evidence, including visual and textual sources; 2. find, analyse and apply historical information (especially self-located research materials); 3. Communicate effectively in oral forms, and in a range of written forms; 4. Engage effectively in group work with your peers; 5. Participate actively in group discussions; We also hope that you will acquire and demonstrate knowledge in the following areas: 6. Describe the main changes and continuities in Australian society and the economy 7. Understand the basic political, administrative and economic structures of the period 8. Outline the dominant understandings and ideologies throughout the century 9. Explain how Australia interacted with the rest of the world 10. Understand the interactions between white Australia and Aboriginal Australia 11. Discuss the emergence of new political and social forms in the 1960s and 1970s. 12. Consider the social and political movements of the 1980s and 1990s 13. Pinpoint moments of crisis between 1901 and 1999.

2. Research essay

Due: **Monday 27th April 2015 5pm**

Weighting: **40%**

2. Research Essay (40%) Due Monday 27th April 2015, 5pm, 3000 words (excluding references) The aim of this task is to assess your ability to produce an extended response, in written form, to a specific question that you formulated for Task 1. At 300 level, you should aim to produce history essays that reflect your ability to conduct self-directed research (in both primary and secondary sources), to find and analyse information, and to write clearly and cogently. The main essay should be fully referenced in line with the 'writing essays in history' referencing guide. You will be penalised in the major essay for inadequate or incorrect referencing.

NOTE: an assessment rubric for this assignment is available on I learn. Please ensure when you submit your essay that you also hand in a copy of your feedback form from your first assignment (the research essay plan) with a short statement outlining the ways that you have responded to feedback from the first assignment in your essay.

On successful completion you will be able to:

- At the end of this unit, we anticipate that you will develop the following skills: 1. read and analyse different kinds of historical evidence, including visual and textual sources; 2. find, analyse and apply historical information (especially self-located research materials); 3. Communicate effectively in oral forms, and in a range of written forms; 4. Engage effectively in group work with your peers; 5. Participate actively in group discussions; We also hope that you will acquire and demonstrate knowledge in the following areas: 6. Describe the main changes and continuities in Australian society and the economy 7. Understand the basic political, administrative and economic structures of the period 8. Outline the dominant understandings and ideologies throughout the century 9. Explain how Australia interacted with the rest of the world 10. Understand the interactions between white Australia and Aboriginal Australia 11. Discuss the emergence of new political and social forms in the 1960s and 1970s. 12. Consider the social and political movements of the 1980s and 1990s 13. Pinpoint moments of crisis between 1901 and 1999.

3. Group class presentation

Due: **In class or online**

Weighting: **10%**

3. Group class presentation (10%) Internal students: assessed in class This task is designed to assess your oral communication skills and your ability to work with others. At the beginning of semester, we will assign tutorial topics to presenters. Working with at least one other student, together, you will run the first 15 minutes of the tutorial - and you can do anything

except read a written paper. You could conduct a debate, show some images, run a role play, conduct a quiz, put students in small groups for discussion, show an extract from a film, anything! You will be assessed on five criteria as a group:

- Preparation
- Organization
- Content
- Creativity
- Engagement

You will be marked as a group for this task. A rubric is available on I learn which outlines the criteria for the task.

External Students: assessed online

This task is designed to assess your written communication skills in informal settings, and your ability to lead and manage discussion. At the beginning of semester we will assign tutorial topics to presenters. Working with at least one other student (using online discussion tools to plan your presentation) you will lead online discussion, using stimulus material or activities to engage your audience. Remember, don't post an essay online - keep presentations short. The point of the exercise is to lead discussion: which means you need to encourage participation. You will be assessed on five criteria as a group:

- Preparation
- Organization
- Content
- Creativity
- Engagement

You will be assessed as a group and your group will receive a mark out of 10 for your presentation.

On successful completion you will be able to:

- At the end of this unit, we anticipate that you will develop the following skills: 1. read and analyse different kinds of historical evidence, including visual and textual sources; 2. find, analyse and apply historical information (especially self-located research materials); 3. Communicate effectively in oral forms, and in a range of written forms; 4. Engage effectively in group work with your peers; 5. Participate actively in group discussions; We also hope that you will acquire and demonstrate knowledge in the following areas: 6. Describe the main changes and continuities in Australian society and the economy 7.

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4. Class/online participation

Due: **Across semester**

Weighting: **10%**

4. Class participation (10%) assessed in class and online across semester This mark will be awarded on the basis of tutorial participation. Just turning up to class is not enough! You need to come to class each week prepared to discuss issues relevant to the tutorial in an informed way - that is, DO THE READING, WATCH and LISTEN to the LECTURES! You must also be prepared to engage with other students in discussion - this means that you need to listen as well as speak. For external students, you must log on each week and read the postings, and offer your own in response. Remember that online tutorials are a kind of conversation, so remember to keep your responses reasonably brief and try to refer to other's comments in your posts.

* There is a tutorial self-assessment sheet in the back of your unit guide. You will complete this at the end of semester and we will be using the sheet to guide our grading of your tutorial performance.

On successful completion you will be able to:

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movements of the 1980s and 1990s 13. Pinpoint moments of crisis between 1901 and 1999.

5. Best OU Blog posts

Due: **Friday 5.6.15 5pm**

Weighting: **20%**

5. Best OU blog posts (20%) 1500 words Due Friday 5.6.15 2015 5pm

I want you to choose your best 4 OU blog posts written over the course of the semester (in your learning diary, written at the end of each face to face/external forum session) in response to your learning. Each post will be up to 200 words each. This assessment is based on the lecture and tutorial program, and will be a direct response to the issues raised. The main purpose of this assessment task is to test your ability to produce a brief but clear and logical argument that is supported by evidence. It also assess your learning over the entire unit. For this task, you need not consult any readings beyond those listed as required or recommended. It does not need to be fully referenced with footnotes but please provide short in text references.

On successful completion you will be able to:

- At the end of this unit, we anticipate that you will develop the following skills: 1. read and analyse different kinds of historical evidence, including visual and textual sources; 2. find, analyse and apply historical information (especially self-located research materials); 3. Communicate effectively in oral forms, and in a range of written forms; 4. Engage effectively in group work with your peers; 5. Participate actively in group discussions; We also hope that you will acquire and demonstrate knowledge in the following areas: 6. Describe the main changes and continuities in Australian society and the economy 7. Understand the basic political, administrative and economic structures of the period 8. Outline the dominant understandings and ideologies throughout the century 9. Explain how Australia interacted with the rest of the world 10. Understand the interactions between white Australia and Aboriginal Australia 11. Discuss the emergence of new political and social forms in the 1960s and 1970s. 12. Consider the social and political movements of the 1980s and 1990s 13. Pinpoint moments of crisis between 1901 and 1999.

Delivery and Resources

All students will need a high speed internet connection to watch video lectures, listen to audio presentations and to participate in online learning exercises. At the end of tutorials, students will be required to reflect on their learning in their OU blogs. OU blogs will be accessible via the unit's I learn pages.

Writing your history essay

The department of Modern History has an extensive guide to writing and referencing essays on its website: <http://www.modhist.mq.edu.au/essays.html>.

Attendance

If you are unable to attend a tutorial, you should contact your tutor. Attendance at tutorials (or active participation in online tutorials for external students) is an essential component of the course and three or more absences from the tutorials without prior notification and adequate explanation may mean you fail this unit. 10% of your final grade in this course is assigned according to your tutorial participation.

Examination(s)

There is no examination for MHIS302 but all assignments need to be submitted if you wish to pass the unit.

Assignment submission

All Students: Please submit all assignments on to I-Learn.

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

Extensions and penalties

If you anticipate any difficulty in meeting assigned due dates then it is important that you contact me 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. 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 assignment in time for you to consider our advice when working on your second assignment. We will endeavour to mark and return all of the second essays before the end of semester.

Special Consideration

Please note that requests for special consideration are not granted automatically, and are reserved for unforeseen and serious circumstances such as prolonged illness, hospitalisation or bereavement in your immediate family. If you believe that you qualify for special consideration, please contact me as soon as is practically possible.

DELIVERY AND RESOURCES Delivery: Day, External, Online

This unit will use: I Learn

This unit will be taught in flipped mode with most lectures in video or audio format. You will be required to listen and watch these before attending tutorials which will last for 90 mins-2 hours.

Please consult the MQ Timetables website: <http://www.timetables.mq.edu.au>.

Weekly classes for MHIS302 consist of 1 x 90 min-2 hour tutorials.

Unit Schedule

Week One: Introduction

Week Two: Federation and White Australia

Week Three: World War I and Australia

Week Four: Governing the Great Depression

Week Five: World War II and the Turn to America

Week Six: The Stolen Generations

Week Seven: Class War/Cold War

Week Eight: The Vietnam War

Week Nine: Whitlam and the Dismissal

Week Ten: The Women's Liberation Movement

Week Eleven: Migration & multiculturalism

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

Week Thirteen: Teaching Australian History

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcome

- At the end of this unit, we anticipate that you will develop the following skills: 1. read and analyse different kinds of historical evidence, including visual and textual sources; 2. find, analyse and apply historical information (especially self-located research materials); 3. Communicate effectively in oral forms, and in a range of written forms; 4. Engage effectively in group work with your peers; 5. Participate actively in group discussions; We also hope that you will acquire and demonstrate knowledge in the following areas: 6. Describe the main changes and continuities in Australian society and the economy 7. Understand the basic political, administrative and economic structures of the period 8. Outline the dominant understandings and ideologies throughout the century 9. Explain how Australia interacted with the rest of the world 10. Understand the interactions between white Australia and Aboriginal Australia 11. Discuss the emergence of new political and social forms in the 1960s and 1970s. 12. Consider the social and political movements of the 1980s and 1990s 13. Pinpoint moments of crisis between 1901 and 1999.

Assessment tasks

- 1. Research essay plan
- 2. Research essay
- 3. Group class presentation
- 4. Class/online participation
- 5. Best OU Blog posts

Capable of Professional and Personal Judgement and Initiative

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

This graduate capability is supported by:

Learning outcome

- At the end of this unit, we anticipate that you will develop the following skills: 1. read and analyse different kinds of historical evidence, including visual and textual sources; 2. find, analyse and apply historical information (especially self-located research materials); 3. Communicate effectively in oral forms, and in a range of written forms; 4. Engage effectively in group work with your peers; 5. Participate actively in group discussions; We also hope that you will acquire and demonstrate knowledge in the following areas: 6. Describe the main changes and continuities in Australian society and the economy 7. Understand the basic political, administrative and economic structures of the period 8. Outline the dominant understandings and ideologies throughout the century 9. Explain how Australia interacted with the rest of the world 10. Understand the interactions between white Australia and Aboriginal Australia 11. Discuss the emergence of new political and social forms in the 1960s and 1970s. 12. Consider the social and political movements of the 1980s and 1990s 13. Pinpoint moments of crisis between 1901 and 1999.

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Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcome

- At the end of this unit, we anticipate that you will develop the following skills: 1. read and analyse different kinds of historical evidence, including visual and textual sources; 2. find, analyse and apply historical information (especially self-located research materials); 3. Communicate effectively in oral forms, and in a range of written forms; 4. Engage effectively in group work with your peers; 5. Participate actively in group discussions; We also hope that you will acquire and demonstrate knowledge in the following areas: 6. Describe the main changes and continuities in Australian society and the economy 7. Understand the basic political, administrative and economic structures of the period 8. Outline the dominant understandings and ideologies throughout the century 9. Explain how Australia interacted with the rest of the world 10. Understand the interactions between white Australia and Aboriginal Australia 11. Discuss the emergence of new political and social forms in the 1960s and 1970s. 12. Consider the social and political movements of the 1980s and 1990s 13. Pinpoint moments of crisis between 1901 and 1999.

Assessment tasks

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Discipline Specific Knowledge and Skills

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

This graduate capability is supported by:

Learning outcome

- At the end of this unit, we anticipate that you will develop the following skills: 1. read and analyse different kinds of historical evidence, including visual and textual sources; 2. find, analyse and apply historical information (especially self-located research materials); 3. Communicate effectively in oral forms, and in a range of written forms; 4. Engage effectively in group work with your peers; 5. Participate actively in group discussions; We also hope that you will acquire and demonstrate knowledge in the following areas: 6. Describe the main changes and continuities in Australian society and the economy 7. Understand the basic political, administrative and economic structures of the period 8. Outline the dominant understandings and ideologies throughout the century 9. Explain how Australia interacted with the rest of the world 10. Understand the interactions between white Australia and Aboriginal Australia 11. Discuss the emergence of new political and social forms in the 1960s and 1970s. 12. Consider the social and political movements of the 1980s and 1990s 13. Pinpoint moments of crisis between 1901 and 1999.

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Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcome

- At the end of this unit, we anticipate that you will develop the following skills: 1. read and analyse different kinds of historical evidence, including visual and textual sources; 2. find, analyse and apply historical information (especially self-located research materials); 3. Communicate effectively in oral forms, and in a range of written forms; 4. Engage effectively in group work with your peers; 5. Participate actively in group discussions; We

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Problem Solving and Research Capability

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

This graduate capability is supported by:

Learning outcome

- At the end of this unit, we anticipate that you will develop the following skills: 1. read and analyse different kinds of historical evidence, including visual and textual sources; 2. find, analyse and apply historical information (especially self-located research materials); 3. Communicate effectively in oral forms, and in a range of written forms; 4. Engage effectively in group work with your peers; 5. Participate actively in group discussions; We also hope that you will acquire and demonstrate knowledge in the following areas: 6. Describe the main changes and continuities in Australian society and the economy 7. Understand the basic political, administrative and economic structures of the period 8. Outline the dominant understandings and ideologies throughout the century 9. Explain how Australia interacted with the rest of the world 10. Understand the interactions between white Australia and Aboriginal Australia 11. Discuss the emergence of new political and social forms in the 1960s and 1970s. 12. Consider the social and political

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Effective Communication

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

This graduate capability is supported by:

Learning outcome

- At the end of this unit, we anticipate that you will develop the following skills: 1. read and analyse different kinds of historical evidence, including visual and textual sources; 2. find, analyse and apply historical information (especially self-located research materials); 3. Communicate effectively in oral forms, and in a range of written forms; 4. Engage effectively in group work with your peers; 5. Participate actively in group discussions; We also hope that you will acquire and demonstrate knowledge in the following areas: 6. Describe the main changes and continuities in Australian society and the economy 7. Understand the basic political, administrative and economic structures of the period 8. Outline the dominant understandings and ideologies throughout the century 9. Explain how Australia interacted with the rest of the world 10. Understand the interactions between white Australia and Aboriginal Australia 11. Discuss the emergence of new political and social forms in the 1960s and 1970s. 12. Consider the social and political movements of the 1980s and 1990s 13. Pinpoint moments of crisis between 1901 and 1999.

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Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcome

- At the end of this unit, we anticipate that you will develop the following skills: 1. read and analyse different kinds of historical evidence, including visual and textual sources; 2. find, analyse and apply historical information (especially self-located research materials); 3. Communicate effectively in oral forms, and in a range of written forms; 4. Engage effectively in group work with your peers; 5. Participate actively in group discussions; We also hope that you will acquire and demonstrate knowledge in the following areas: 6. Describe the main changes and continuities in Australian society and the economy 7. Understand the basic political, administrative and economic structures of the period 8. Outline the dominant understandings and ideologies throughout the century 9. Explain how Australia interacted with the rest of the world 10. Understand the interactions between white Australia and Aboriginal Australia 11. Discuss the emergence of new political and social forms in the 1960s and 1970s. 12. Consider the social and political movements of the 1980s and 1990s 13. Pinpoint moments of crisis between 1901 and 1999.

Assessment tasks

- 2. Research essay
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Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcome

- At the end of this unit, we anticipate that you will develop the following skills: 1. read and analyse different kinds of historical evidence, including visual and textual sources; 2. find, analyse and apply historical information (especially self-located research materials); 3. Communicate effectively in oral forms, and in a range of written forms; 4. Engage effectively in group work with your peers; 5. Participate actively in group discussions; We also hope that you will acquire and demonstrate knowledge in the following areas: 6. Describe the main changes and continuities in Australian society and the economy 7. Understand the basic political, administrative and economic structures of the period 8. Outline the dominant understandings and ideologies throughout the century 9. Explain how Australia interacted with the rest of the world 10. Understand the interactions between white Australia and Aboriginal Australia 11. Discuss the emergence of new political and social forms in the 1960s and 1970s. 12. Consider the social and political movements of the 1980s and 1990s 13. Pinpoint moments of crisis between 1901 and 1999.

Assessment tasks

- 2. Research essay
- 3. Group class presentation
- 4. Class/online participation
- 5. Best OU Blog posts