



# MHIS203

## American History: From the Civil War to the Clinton Administration

S2 Day 2016

*Dept of Modern History, Politics & International Relations*

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#### **Disclaimer**

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

## General Information

Unit convenor and teaching staff

Anna Lebovic

[anna.lebovic@mq.edu.au](mailto:anna.lebovic@mq.edu.au)

Kyle Harvey

[kyle.harvey@mq.edu.au](mailto:kyle.harvey@mq.edu.au)

Credit points

3

Prerequisites

12cp or (3cp in HIST or MHIS or POL units)

Corequisites

Co-badged status

Unit description

The unit examines the history of the United States in the period between the Civil War and the end of the twentieth century. Topics explored will include segregation and civil rights, immigration, social reform movements, mass consumer culture, isolationism and internationalism.

## 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:

Detailed knowledge of the trajectory of United States history from 1860 to 2001, including the broad themes of development and construction of the American nation, its body politic and its role in the world.

An awareness that historical knowledge is constructed, contains assumptions, is not value-free, and that representation of historical events changes over time, in line with contemporary political and social debates.

An awareness of and sensitivity to race, gender, sexuality, socio-economic class and privilege in American history, as well as an understanding of the ways in which these social relations inform different perspectives on the past.

The ability to form informed opinions about the past, backed by evidence and tested through rigorous debate with peers.

The ability to gather and synthesise historical information, form an evidence-based argument from it, and communicate that argument with clarity in writing.

## Assessment Tasks

Name	Weighting	Due
<a href="#"><u>Weekly Quiz</u></a>	20%	weekly
<a href="#"><u>Preliminary Research Exercise</u></a>	20%	16th September
<a href="#"><u>Research Essay</u></a>	40%	28th October
<a href="#"><u>Takehome Exam</u></a>	20%	17th of November

### Weekly Quiz

Due: **weekly**

Weighting: **20%**

Each week in class you will answer four multiple choice questions about the readings. You must get all four answers correct to get the marks for the quiz that week.

On successful completion you will be able to:

- Detailed knowledge of the trajectory of United States history from 1860 to 2001, including the broad themes of development and construction of the American nation, its body politic and its role in the world.
- An awareness that historical knowledge is constructed, contains assumptions, is not value-free, and that representation of historical events changes over time, in line with contemporary political and social debates.
- An awareness of and sensitivity to race, gender, sexuality, socio-economic class and privilege in American history, as well as an understanding of the ways in which these social relations inform different perspectives on the past.
- The ability to form informed opinions about the past, backed by evidence and tested through rigorous debate with peers.
- The ability to gather and synthesise historical information, form an evidence-based argument from it, and communicate that argument with clarity in writing.

## Preliminary Research Exercise

Due: **16th September**

Weighting: **20%**

The first piece of written assessment in the course is a 1000 word preliminary research exercise. See instructions on course iLearn for details.

On successful completion you will be able to:

- Detailed knowledge of the trajectory of United States history from 1860 to 2001, including the broad themes of development and construction of the American nation, its body politic and its role in the world.
- An awareness that historical knowledge is constructed, contains assumptions, is not value-free, and that representation of historical events changes over time, in line with contemporary political and social debates.
- The ability to form informed opinions about the past, backed by evidence and tested through rigorous debate with peers.
- The ability to gather and synthesise historical information, form an evidence-based argument from it, and communicate that argument with clarity in writing.

## Research Essay

Due: **28th October**

Weighting: **40%**

The major assessment in this course is a 2500 word research essay. See instructions on the course iLearn for details.

On successful completion you will be able to:

- Detailed knowledge of the trajectory of United States history from 1860 to 2001, including the broad themes of development and construction of the American nation, its body politic and its role in the world.
- An awareness that historical knowledge is constructed, contains assumptions, is not value-free, and that representation of historical events changes over time, in line with contemporary political and social debates.
- The ability to form informed opinions about the past, backed by evidence and tested through rigorous debate with peers.
- The ability to gather and synthesise historical information, form an evidence-based argument from it, and communicate that argument with clarity in writing.

## Takehome Exam

Due: **17th of November**

Weighting: **20%**

The final assessment task will be a 1500 word take-home exam, distributed in the final lecture on the 10th of November and via the course iLearn on the 17th of November and which you will have a week to complete.

On successful completion you will be able to:

- Detailed knowledge of the trajectory of United States history from 1860 to 2001, including the broad themes of development and construction of the American nation, its body politic and its role in the world.
- An awareness that historical knowledge is constructed, contains assumptions, is not value-free, and that representation of historical events changes over time, in line with contemporary political and social debates.
- An awareness of and sensitivity to race, gender, sexuality, socio-economic class and privilege in American history, as well as an understanding of the ways in which these social relations inform different perspectives on the past.
- The ability to gather and synthesise historical information, form an evidence-based argument from it, and communicate that argument with clarity in writing.

## Delivery and Resources

Internal students will be expected to attend two lectures and one tutorial a week.

External students are expected to listen to two lectures through Echo 360, and engage in one forum discussion through iLearn.

I will not keep track of attendance, your participation grade will be earned through the weekly quiz.

Readings will be made available through iLearn.

## Unit Schedule

Week 1: Sectionalism or Exceptionalism?

*Readings:*

- James McPherson, "Antebellum Southern Exceptionalism: A New Look at an Old Question." *Civil War History*, Vol. 50 Number 4 (2004), pp. 418-433
- The Constitution of The Confederate States of America (1860), online at <http://www.civil>

[warhome.com/csconstitution.htm](http://warhome.com/csconstitution.htm)

*Tute Questions:*

- What is 'American exceptionalism'?
- Should we consider the North and the South two separate cultural and political entities?
- What are the consequences of doing so?

Week 2: Race and Reconstruction

*Readings:*

- David Blight, *Race and Reunion: The Civil War in American Memory* (2003), Ch. 8, "The Lost Cause and Causes Not Lost", pp. 255-299.
- Steven Hahn, *The Political World of Slavery and Freedom* (2009), Ch. 2, "Did we Miss the Greatest Slave Rebellion in Modern History?", pp. 55-114.

*Tute Questions:*

- How did white Southerners understand the Civil War in the 1860s and 1870s?
- How did freed slaves understand their role in emancipation?
- How did these conflicting views of citizenship and inclusion in the American nation resolve themselves?
- Why do Americans remember the Civil War the way they do? In what ways does this memory clash with historical evidence?

Week 3: Native Americans and the Frontier

*Readings:*

- Frederick Turner, "The Significance of the Frontier in American History", in *The Frontier in American History* (1893), pp. 1-38, online at [http://www.gutenberg.org/files/22994/22994-h/22994-h.htm#Page\\_1](http://www.gutenberg.org/files/22994/22994-h/22994-h.htm#Page_1)

Richard White, "Frederick Jackson Turner and Buffalo Bill", in *The Frontier in American Culture* (1994), pp. 7-67.

Tute Questions:

- According to Turner's "Frontier Thesis", how do Americans remember the western frontier?
- In what ways is the Frontier constructed by late 19<sup>th</sup> century Americans?
- How do Native Americans fare in the American memory of the late 19<sup>th</sup> Century?

**Week 4: Immigrants: Integration or Assimilation?**

Readings:

- Ian Tyrrell, *Transnational Nation: United States History in Global Perspective Since 1789* (2007), Ch. 4 "People in Motion: Nineteenth Century Migration Experiences", pp. 52-64.
- Thomas Dublin, *Immigrant Voices: New Lives in America 1773-1986* (1993), Ch. 5 "Rose Gollup: From Russia to the Lower East Side in the 1890s", pp. 146-172.
- Hamilton Holt, *The Life Stories of Undistinguished Americans As Told by Themselves* (2000), Ch. 4 "The Life Story of a Greek Peddler", and Ch. 16 "The Life Story of a Chinaman", pp. 39-48, 174-185.

Tute Questions:

- How does Tyrrell characterise the Century of Immigration?
- How did Immigrants experience immigration?
- Was 'Americanisation' a process of adaptation or integration?

**Week 5: Representing America in the New Deal**

*Readings:*

- “A New Deal for the Arts” website, online at [http://www.archives.gov/exhibits/new\\_deal\\_for\\_the\\_arts/index.html](http://www.archives.gov/exhibits/new_deal_for_the_arts/index.html)
- Dorothea Lange’s ‘Migrant Mother’ images, online at [http://www.loc.gov/rr/print/list/128\\_migm.html](http://www.loc.gov/rr/print/list/128_migm.html)
- Lawrence Levine, *The Unpredictable Past* (1993), Ch. 13 “The Historian and the Icon: Photography and the History of the American People in the 1930s and 1940s”, pp. 256-290
- Erika Doss, “Between Modernity and ‘the Real Thing’: Maynard Dixon’s Mural for the Bureau of Indian Affairs”, in *American Art*, Vol. 18, No. 3 (2004), pp. 8-31.

*Tute Questions:*

- In what ways did New Deal Art projects construct America for Americans?
- In what ways can we problematise this narrative?
- How should historians understand the New Deal?

Week 6: Expanding Horizons: American Men in World War Two

*Readings:*

- Peter Schrijvers, *The Crash of Ruin: American Combat Soldiers in Europe during World War II* (1998), Ch. 9 “The Old World”, pp. 218-248.
- John Dower, *War Without Mercy: Race and Power in the Pacific War* (1986), Ch. 7 “Yellow, Red, and Black Men”, pp. 147-190.

*Tute Questions:*

- How did American GIs see Europe in the Second World War?
- How did Americans see Asia in the Second World War?
- What assumptions about America’s place in the world inform their understanding of these places?
- How does the experience of war change Americans’ perceptions of themselves?



Week 7: Red Scares and Family Values

*Readings:*

- Elaine Tyler-May, *Homeward Bound: American Families in the Cold War Era* (2008), Ch.1. "Containment at Home: Cold War, Warm Hearth". pp. 19-37.
- Cohen, Elizabeth, *A Consumers' Republic: The Politics of Consumption in Postwar America* (2003), Ch. 3 : "Reconversion: The Emergence of a Consumers' Republic", pp. 112-165

*Tute Questions:*

- How did Americans understand domesticity in the 1950s?
- Who was the driver of the 'shift' to a consumer economy?

Week 8: The Civil Rights Movement

**READ EITHER:**

- Manning Marable, *Race, Reform, and Rebellion: The Second Reconstruction and Beyond in Black America, 1945-2006* (3<sup>rd</sup> Edition, 2007), Ch. 4 "We Shall Overcome, 1960-65", pp. 59-83
- Bayard Rustin's "Negro Revolution in 1965" speech (1964) at <http://americanradioworks.publicradio.org/features/blackspeech/brustin.html>, and
- MLK Jr's Letter from a Birmingham Jail (1963) at [http://www.africa.upenn.edu/Articles\\_Gen/Letter\\_Birmingham.html](http://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html)

**OR:**

- Manning Marable, *Race, Reform, and Rebellion: The Second Reconstruction and Beyond in Black America, 1945-2006* (3<sup>rd</sup>. Edition, 2007), Ch. 5 “Black Power, 1965-70”, pp. 84-111
- Malcolm X's "Message to the Grassroots" (1963) at <http://teachingamericanhistory.org/library/index.asp?document=1145>, and
- Stokely Carmichael's “From Black Power to Pan-Africanism” (1971) speech, at <http://americanradioworks.publicradio.org/features/blackspeech/scarmichael-2.html>

*Tute Questions (to be answered in debate):*

- How do the speeches argue that the black struggle for Civil Rights will be best advanced?
- How does the information presented in Marable contextualise and explain the content of these speeches?
- Why are there such stark differences in outlook within the Civil Rights movement?
- Do you feel that a position of moderation and non-violence or a position of violent separatism is more compelling, and why?

Week 9: The Radical 1960s

*Readings:*

- Documents from Alexander Bloom and Wini Breines (eds), *“Takin’ it to the Streets”: A Sixties Reader* (3<sup>rd</sup> Edition, 2011):
  - o The Black Panther Platform: “What We Want, What We Believe” (1966), pp. 131-134.
  - o Frances Beal, “Double Jeopardy: To Be Black and Female” (1969), pp. 442-445.
  - o Betty Friedan, “The Problem That Has No Name” (1963), pp. 393-398.
  - o Pat Mainardi, “The Politics of housework” (1969), pp. 417-420.
  - o Gloria Steinem, *What Would It Be Like If Women Win* (1970), p. 399-404.
  - o Radicalesbians, “The Woman-Identified Woman”, pp. 434-438.
  - o SDS, “The Port Huron Statement” (1962), pp. 50-61.

- o Guy Strait, "What is a Hipie?" (1967), pp. 269-270.
- o Helen Swick Perry, "The Human Be-in" (1967), pp. 271-273.
- o "Yippie Manifesto" (1968), pp. 278-280.
- o Jerry Rubin, "Do It!" (1970), pp. 280-283.
- o SDS, "SDS Call for a March on Washington" (1965), pp. 191-192.
- o SNCC, "SNCC POosition paper on Vietnam", pp. 192-194.
- o Martin Luther King, Jr. "Declaration of Independence from the War on Vietnam" (1967), pp. 194-199.
- o John Kerry, Vietnam Veterans Against The War (1971), pp. 219-222

*Tute Questions:*

- What did the radical groups that agitated for social change in the 1960s want?
- How did they expect their goals would be achieved?
- How did the radical activists differ from the moderates?
- What role did gender or race play in 1960s activism?
- Why did they all begin to agitate in the 1960s?

**Week 10: Reading Week - NO TUTORIAL THIS WEEK**

Week 11: A Conservative Backlash?

*Readings:*

- Documents from Ronald Story and Bruce Laurie (eds), *The Rise of Conservatism in America, 1945-2000*, (2008):
  - Spiro Agnew, "Two Speeches" (1969), pp. 77-80.
  - Richard Nixon, "Labor Day Radio Address" (1972), pp. 90-93.
  - NRA, "Act Before It Is Too Late" (1974), pp. 94-696
  - Phyllis Schlafly Interview with the Washington Star (1976), pp. 103-107.
  - Paul Weyrich, *Building the Moral Majority* (1979), pp. 114-117
  - Ronald Reagan, *Speech to the National Association of Evangelicals* (1983), pp. 126-129.
  - Southern Baptist Convention, *Resolution on Abortion* (1984), pp.132-134.
  - Southern Baptist Convention, *Resolution on Homosexual Marriage* (1996), pp. 153-157.

*Tute Questions:*

- How did conservatives in America view the 1960s?
- What narrative did they ascribe to the 1960s?
- How did that narrative inform their political actions?
- Was their new conservatism only a reaction to the liberalism of the 1960s?
- Should this neoconservative backlash be described as a revolution or counter-revolution, or as something entirely different?

Week 12: History Wars, Culture Wars

*Readings:*

- David Thelen, "History after the 'Enola Gay' Controversy: An Introduction", *JAH*, 12/95, 82 (3), pp. 1029-1035.
- Katherine Walker, "United, Regardless, and a Bit Regretful: Confederate History Month, the Slavery Apology, and the Failure of Commemoration", *American Nineteenth Century*

History Vol. 9, No. 3, September 2008, pp. 315–338.

*Tute Questions:*

- Why were both the dropping of the Atomic Bomb and the brief rule of the Confederacy such contested memories in late 20<sup>th</sup> Century America?
- Which interest groups make claims to the memory or representation of these events?
- Which groups are silenced by these controversies, and why?
- Are the memories of these different interest groups necessarily incompatible?

**Week 13: Reflections and Wrapup**

*Readings:*

- This week you are expected to find your own reading. Come to class prepared to share and discuss a representation of an event or moment in American history from popular culture. It could be a clip from a television show or movie, an advertisement, a song, a book, a news clip or clipping – whatever you want. Just make sure that it is relatively modern, short (if it is digital - around 2 minutes), and easily reproduced or shared. The more unit themes your reading engages with, the better.

*Tute Questions:*

- What issues of memory or representation can you identify in modern American politics?
- What issues around inclusion or exclusion can you see in modern America?
- How is America's current role in world affairs reflected in its past?
- How are contemporary American politics, society and culture defined by Americans' engagement with the past?
- What continuities and discontinuities can you identify between American history and America now?

## 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](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

**New Assessment Policy in effect from Session 2 2016** [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.html). For more information visit [http://students.mq.edu.au/events/2016/07/19/new\\_assessment\\_policy\\_in\\_place\\_from\\_session\\_2/](http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/)

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

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

Complaint Management Procedure for Students and Members of the Public [http://www.mq.edu.au/policy/docs/complaint\\_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](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/](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](http://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](http://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](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

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

## Graduate Capabilities

### Creative and Innovative

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

This graduate capability is supported by:

### Learning outcomes

- The ability to form informed opinions about the past, backed by evidence and tested through rigorous debate with peers.
- The ability to gather and synthesise historical information, form an evidence-based argument from it, and communicate that argument with clarity in writing.

### Assessment tasks

- Weekly Quiz
- Preliminary Research Exercise
- Research Essay
- Takehome Exam

## Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to

demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

## **Learning outcomes**

- An awareness that historical knowledge is constructed, contains assumptions, is not value-free, and that representation of historical events changes over time, in line with contemporary political and social debates.
- An awareness of and sensitivity to race, gender, sexuality, socio-economic class and privilege in American history, as well as an understanding of the ways in which these social relations inform different perspectives on the past.
- The ability to form informed opinions about the past, backed by evidence and tested through rigorous debate with peers.
- The ability to gather and synthesise historical information, form an evidence-based argument from it, and communicate that argument with clarity in writing.

## **Assessment tasks**

- Weekly Quiz
- Preliminary Research Exercise
- Research Essay
- Takehome Exam

## **Commitment to Continuous Learning**

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

This graduate capability is supported by:

## **Learning outcomes**

- Detailed knowledge of the trajectory of United States history from 1860 to 2001, including the broad themes of development and construction of the American nation, its body politic and its role in the world.
- An awareness that historical knowledge is constructed, contains assumptions, is not value-free, and that representation of historical events changes over time, in line with contemporary political and social debates.



- An awareness of and sensitivity to race, gender, sexuality, socio-economic class and privilege in American history, as well as an understanding of the ways in which these social relations inform different perspectives on the past.
- The ability to form informed opinions about the past, backed by evidence and tested through rigorous debate with peers.
- The ability to gather and synthesise historical information, form an evidence-based argument from it, and communicate that argument with clarity in writing.

## Discipline Specific Knowledge and Skills

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

This graduate capability is supported by:

### Learning outcomes

- Detailed knowledge of the trajectory of United States history from 1860 to 2001, including the broad themes of development and construction of the American nation, its body politic and its role in the world.
- An awareness that historical knowledge is constructed, contains assumptions, is not value-free, and that representation of historical events changes over time, in line with contemporary political and social debates.
- An awareness of and sensitivity to race, gender, sexuality, socio-economic class and privilege in American history, as well as an understanding of the ways in which these social relations inform different perspectives on the past.
- The ability to form informed opinions about the past, backed by evidence and tested through rigorous debate with peers.
- The ability to gather and synthesise historical information, form an evidence-based argument from it, and communicate that argument with clarity in writing.

### Assessment tasks

- Weekly Quiz
- Preliminary Research Exercise
- Research Essay
- Takehome Exam

## Critical, Analytical and Integrative Thinking

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

This graduate capability is supported by:

### Learning outcomes

- Detailed knowledge of the trajectory of United States history from 1860 to 2001, including the broad themes of development and construction of the American nation, its body politic and its role in the world.
- An awareness that historical knowledge is constructed, contains assumptions, is not value-free, and that representation of historical events changes over time, in line with contemporary political and social debates.
- An awareness of and sensitivity to race, gender, sexuality, socio-economic class and privilege in American history, as well as an understanding of the ways in which these social relations inform different perspectives on the past.
- The ability to form informed opinions about the past, backed by evidence and tested through rigorous debate with peers.
- The ability to gather and synthesise historical information, form an evidence-based argument from it, and communicate that argument with clarity in writing.

### Assessment tasks

- Weekly Quiz
- Preliminary Research Exercise
- Research Essay
- Takehome Exam

## Problem Solving and Research Capability

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

This graduate capability is supported by:

## Learning outcomes

- Detailed knowledge of the trajectory of United States history from 1860 to 2001, including the broad themes of development and construction of the American nation, its body politic and its role in the world.
- An awareness that historical knowledge is constructed, contains assumptions, is not value-free, and that representation of historical events changes over time, in line with contemporary political and social debates.
- The ability to form informed opinions about the past, backed by evidence and tested through rigorous debate with peers.
- The ability to gather and synthesise historical information, form an evidence-based argument from it, and communicate that argument with clarity in writing.

## Assessment tasks

- Preliminary Research Exercise
- Research Essay

## Effective Communication

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

This graduate capability is supported by:

## Learning outcomes

- The ability to form informed opinions about the past, backed by evidence and tested through rigorous debate with peers.
- The ability to gather and synthesise historical information, form an evidence-based argument from it, and communicate that argument with clarity in writing.

## Assessment tasks

- Weekly Quiz
- Research Essay

## Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should

have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

### **Learning outcomes**

- Detailed knowledge of the trajectory of United States history from 1860 to 2001, including the broad themes of development and construction of the American nation, its body politic and its role in the world.
- An awareness that historical knowledge is constructed, contains assumptions, is not value-free, and that representation of historical events changes over time, in line with contemporary political and social debates.
- An awareness of and sensitivity to race, gender, sexuality, socio-economic class and privilege in American history, as well as an understanding of the ways in which these social relations inform different perspectives on the past.

### **Assessment tasks**

- Weekly Quiz
- Takehome Exam

## **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**

- An awareness of and sensitivity to race, gender, sexuality, socio-economic class and privilege in American history, as well as an understanding of the ways in which these social relations inform different perspectives on the past.

### **Assessment tasks**

- Weekly Quiz
- Takehome Exam