



# MHIS327

## Resisting the Nazis: Fascism and its Opponents

S1 Day 2018

*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

Keith Rathbone

[keith.rathbone@mq.edu.au](mailto:keith.rathbone@mq.edu.au)

Credit points

3

Prerequisites

39cp at 100 level or above or (6cp in MHIS or HIST or POL at 200 level including 3cp in MHIS units)

Corequisites

Co-badged status

Unit description

More than seventy years after the end of the Second World War, fascism and Nazism continue to fascinate. In this course, we will explore Italian fascism and German Nazism as broadly understood in Europe and globally to better understand the appeal of their conservative, reactionary, and militaristic ideology. We will read the key literature on definitions of fascism in order to understand the concept as more than a pejorative. Through a close examination of the governments of Fascist Italy and Nazi Germany we will investigate how fascist regimes controlled everyday life, mobilized political support, shaped men and women's bodies, built cults of personality around their leaders, silenced the press, defeated leftist student organizations and unions, and organized repressive systems of militaristic expansion. We will also concentrate on the way that people learned to resist, survive, and even thrive under fascism through the formation of armed bands, clandestine intellectual networks, and organizations for non-violent struggle.

## 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:

Identify and reflect critically on the knowledge and skills developed in their study of history

Construct an evidence-based argument or narrative in audio, digital, oral, visual, or

written form.

Analyse historical evidence, scholarship and changing representations of the past.

Examine historical issues by undertaking research according to the methodological and ethical conventions of the discipline.

Identify and interpret a wide variety of secondary and primary materials.

Sensitively contribute to contemporary debates about fascism with an informed and critical understanding of the relationship between past and present.

Demonstrate an understanding of a variety of conceptual approaches to interpreting the history of fascism.

Demonstrate an understanding of the history of fascist movements in the nineteenth and twentieth century.

## General Assessment Information

### Assignment submission

Double-spaced type and pages with wide margins (for comments) are preferred. **Footnotes and bibliography are mandatory.**

All assignments (except for the exam) must be submitted as Word documents via Turnitin on the MHIS327 iLearn site:

1. Log in to your iLearn account and go to your home page. Turnitin assignments should be visible under MHIS327: Resisting the Nazis.
2. If not, log in to MHIS327 and scroll down until you reach the subheading for the week. 'Assignment details and submission via Turnitin should be visible in that week.
3. Click on the assignment title.
4. Type the title of your assignment in the box 'Submission Title'.
5. To upload your Word document, click on 'Browse' next to the 'File to Submit' box. Find and select your document from your computer, check the box for copyright, then click on the 'Add submission' button.

Detailed instructions on how to use Turnitin with can be found at:

[http://www.mq.edu.au/iLearn/student\\_info/assignments.htm#submit\\_turnitin](http://www.mq.edu.au/iLearn/student_info/assignments.htm#submit_turnitin)

Feedback will be provided via Grademark. Go to the following URL for instructions on how to view your feedback:

[http://www.mq.edu.au/iLearn/student\\_info/assignments.htm#results](http://www.mq.edu.au/iLearn/student_info/assignments.htm#results)

## Extensions and penalties

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

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

Assignments will be returned online via the MHIS218 iLearn site. For more information on how to view your marked assignments, see: [http://www.mq.edu.au/iLearn/student\\_info/assignments.htm#results](http://www.mq.edu.au/iLearn/student_info/assignments.htm#results)

Assignments will be marked and returned within two weeks of receipt.

## Other information

### Disruption to Studies

**No work will be accepted for marking after the final paper deadline** unless you have submitted a request for **Disruption to Studies** with adequate and appropriate supporting evidence.

Please note that requests for disruption to studies 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 Dr Teo as soon as possible.

### Attendance

Attendance at seminars is compulsory. Failure to meet these requirements may result in failure of the unit. All students are expected to make adequate preparation for each seminar, which includes completing the recommended readings before their tutorial. Attendance and participation in seminar discussions are worth 20% of the total mark for this unit. **Failure to attend or participate in at least 70% of the seminars will result in a Fail grade for the entire course. Failure to complete a report for at least 70% of the weekly readings will result in a Fail grade for the entire course.**

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#"><u>Participation</u></a>	10%	No	Each Week
<a href="#"><u>Reading Reports</u></a>	10%	No	Each Week
<a href="#"><u>Project Proposal</u></a>	5%	No	Friday of Week 3
<a href="#"><u>Annotated Bibliography</u></a>	10%	No	Friday of Week 6
<a href="#"><u>Class Blog Submissions</u></a>	20%	No	Twice in Semester
<a href="#"><u>Secondary Source Analysis</u></a>	10%	No	Friday of Week 11
<a href="#"><u>Final Research Paper</u></a>	35%	No	Friday of Week 13

### Participation

Due: **Each Week**

Weighting: **10%**

#### Participation:

Pass rate: students must attend at least 70% of lectures and seminars to pass this course.

Students are expected to participate in and lead tutorial discussions throughout the semester. They should come to seminars prepared to share their ideas about the readings and questions that these may have raised, as well as resources relating to the readings that they have discovered.

The aim of this task is to assess your oral and written communication skills and your ability to work with others.

On successful completion you will be able to:

- Identify and reflect critically on the knowledge and skills developed in their study of history
- Analyse historical evidence, scholarship and changing representations of the past.
- Identify and interpret a wide variety of secondary and primary materials.
- Sensitively contribute to contemporary debates about fascism with an informed and critical understanding of the relationship between past and present.
- Demonstrate an understanding of a variety of conceptual approaches to interpreting the history of fascism.
- Demonstrate an understanding of the history of fascist movements in the nineteenth and

twentieth century.

## Reading Reports

Due: **Each Week**

Weighting: **10%**

### Report on readings:

Pass rate: students must complete at least 70% of reading reports to pass this course.

Students are expected to respond to the readings on iLearn. Student responses should not be more than 200-300 words long (i.e. usually one page in total for each tutorial). Each response should explain:

1. What is the reading about?
2. What is the argument presented about this topic? (i.e. How does the historian explain the cause, effects or consequences, or significance of the topic? What evidence and reasoning support this argument?)
3. Propose two questions for class consideration.

Reports on the readings will be checked weekly by me or your group leader for that week.

The aim of this task is to ensure that students have done the weekly readings and come to seminars adequately prepared to participate in class discussions. It will also enable me to check that students have understood the readings and the topics.

On successful completion you will be able to:

- Identify and reflect critically on the knowledge and skills developed in their study of history
- Construct an evidence-based argument or narrative in audio, digital, oral, visual, or written form.
- Analyse historical evidence, scholarship and changing representations of the past.
- Examine historical issues by undertaking research according to the methodological and ethical conventions of the discipline.
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## Project Proposal

Due: **Friday of Week 3**

Weighting: **5%**

### Project Proposal

This constitutes Part 1 of the Research Project

Word length: approximately 500 words, excluding bibliography

See the iLearn site for marking rubrics.

Students must design a research essay question focusing on any aspect of football history

Submit a research project proposal including the following information:

1. The essay question you have designed. This must be a specific historical question.
2. One page (double spaced with adequate margins for marking) providing short answers to the following questions:

What is my topic about?

Who are the some important historians or sources related to this question?

Are there other themes or issues I need to understand in order to explore this topic properly?

FAQ: Will I have to write my research essay based exactly on my research proposal

Answer: If your interest has changed by the time you start work on your research essay and you want to write about a different topic, you may do so. HOWEVER, be aware that you may be disadvantaging yourself in comparison to other students since you will not have the feedback provided after the project proposal. If you need help, get in contact with me!

On successful completion you will be able to:

- Construct an evidence-based argument or narrative in audio, digital, oral, visual, or written form.
- Analyse historical evidence, scholarship and changing representations of the past.
- Examine historical issues by undertaking research according to the methodological and ethical conventions of the discipline.
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## Annotated Bibliography

Due: **Friday of Week 6**

Weighting: **10%**

### **Annotated bibliography:**

This constitutes Part 2 of the Research Project.

In the Annotated Bibliography, students will generate a bibliography of at least five secondary sources that supports their research project. The goal of this assignment is to develop students' ability to conduct research and analyze source material. Students should list these titles and also include a descriptive paragraph for each that appraises the source. Each annotation should address the theme of the work, the authority of the author, and comment on the audience.

On successful completion you will be able to:

- Construct an evidence-based argument or narrative in audio, digital, oral, visual, or written form.
- Analyse historical evidence, scholarship and changing representations of the past.
- Examine historical issues by undertaking research according to the methodological and ethical conventions of the discipline.
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## Class Blog Submissions

Due: **Twice in Semester**

Weighting: **20%**

### **Class Blog Submissions:**

Students must post two blog posts. The first blog post should relate to topics covered in weeks 1-6 and the second should relate to topics covered in weeks 7-13. Blog posts should be around 500 words each. They should choose one topic of interest in the given group of topics, and reflect on what that topic is about and how it relates to an issue current in the present world.

Note:

Each post should pursue one clear idea (not a rambling stream of consciousness)

Emphasis should be the relationship between the past and the present

Each blog post must demonstrate some minimal research – at least two scholarly sources must be cited



You can use a conversational tone, as well as images, videos, and hyperlinks to pertinent webpages.

You should include acknowledgement of sources, but these can be given in short/informal form or via a hyperlink and need not be a part of the word count.

On successful completion you will be able to:

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- Construct an evidence-based argument or narrative in audio, digital, oral, visual, or written form.
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- Identify and interpret a wide variety of secondary and primary materials.
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## Secondary Source Analysis

Due: **Friday of Week 11**

Weighting: **10%**

### **Secondary source analysis:**

In their final Secondary Source Analysis (750 words), students must examine a monograph of their choosing. Ideally this monograph should be related to their final paper topic.

Students should briefly summarize the text, explain its major arguments, analyze the strength of its claims and their implications, and create an argument for this text will fit within your larger historiographic paper.

The goal of this assignment is to develop students' ability to evaluate a given piece of historical scholarship as a scaffold to the final paper.

On successful completion you will be able to:

- Construct an evidence-based argument or narrative in audio, digital, oral, visual, or written form.
- Analyse historical evidence, scholarship and changing representations of the past.

- Examine historical issues by undertaking research according to the methodological and ethical conventions of the discipline.
- Identify and interpret a wide variety of secondary and primary materials.
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## Final Research Paper

Due: **Friday of Week 13**

Weighting: **35%**

### Final Essay:

Essay question: self-designed from Assignment 1 - your research project proposal. See MHIS327 iLearn site for marking rubrics.

Students must write a research paper (9-10pp). The aim of this task is to assess your research, analytical and synthesis skills as well as your understanding and interpretation of the historiography of one particular topic. It also assesses your ability to organize and communicate this information effectively in the form of a formal, grammatically-correct, jargon-free, properly-referenced history essay.

On successful completion you will be able to:

- Identify and reflect critically on the knowledge and skills developed in their study of history
- Construct an evidence-based argument or narrative in audio, digital, oral, visual, or written form.
- Analyse historical evidence, scholarship and changing representations of the past.
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## Delivery and Resources

### Technology:

iLearn: The MHIS327 website is accessed by logging in via <https://ilearn.mq.edu.au/login/MQ/>

### Lecture and tutorial locations

**Internal day classes:** students must attend one one-hour lecture and one two-hour tutorial at any of the following times.

<a href="#">MHIS327/S1/Day/Lecture_1/01</a>	Thursday	11:00am	12:00pm	1:00	<a href="#">9-15.1 8-23</a>	40	<a href="#">23 Wallys Wlk - 205 Tutorial Rm</a>	40
<a href="#">MHIS327/S1/Day/Seminar_1/01</a>	Thursday	2:00pm	4:00pm	2:00	<a href="#">9-15.1 8-23</a>	20	<a href="#">23 Wallys Wlk - 201 Tutorial Rm</a>	20
<a href="#">MHIS327/S1/Day/Seminar_1/02</a>	Thursday	12:00pm	2:00pm	2:00	<a href="#">9-15.1 8-23</a>	20	<a href="#">4 Western Rd - 234 Tutorial Rm</a>	20
<a href="#">MHIS327/S1/Day/Seminar_1/03</a>	Thursday	4:00pm	6:00pm	2:00	<a href="#">9-15.1 8-23</a>	20	<a href="#">4 Western Rd - 311 Tutorial Rm</a>	20

For current updates, lecture times and classrooms please consult the [MQ Timetables](http://students.mq.edu.au/student_admin/timetables) website: [http://students.mq.edu.au/student\\_admin/timetables](http://students.mq.edu.au/student_admin/timetables)

### Required and recommended resources

All seminar readings have been uploaded as pdfs onto the MHIS218 website under each week's seminar topic. No unit reader will be provided because of the new Faculty of Arts policy.

The library's E-reserve (course code: MHIS218) holds many useful articles which will assist in the preparation of your essays. Most of the journal articles listed in this unit outline are available via the 'Journal Finder' link on the library's main catalogue page: <http://www.lib.mq.edu.au/>

## Unit Schedule

### SCHEDULE

#### Definitions of Fascism

##### Week 1

Lecture 1 – “What is Fascism”

Seminar – “Different Definitions of Fascism and Why They Matter”

Reading: Robert Paxton, *The Anatomy of Fascism*, "Introduction," pg 3-23 AND Benito Mussolini, "The Doctrine of Fascism"

Assignments: Reading Report

## **Week 2**

Lecture 1 – "Fascism's Origins"

Seminar – "The First Stage of Fascist Development"

Reading: Zeev Sternhell, *Neither Right Nor Left*, "From One Period to Another," pg 32-65 AND Robert Paxton, "The Five Stages of Fascism," pg 105-128

Assignments: Reading Report

## **Fascist Italy**

### **Week 3**

Lecture 1 – "Fascism in Italy"

Seminar – "What is the role of violence in the rise of Fascism?"

Reading: Michael Ebner, *Ordinary Violence in Mussolini's Italy*, "Institutions of Fascist Violence," pg 48-71 AND Christopher Duggan, *Fascist Voices: An Intimate History of Mussolini's Italy*, "From Rhetoric to Violence," pg 27-54

Assignments: Reading Report

Project Proposal

### **Week 4**

Lecture 1 – "Totalitarian Control"

Seminar – "How Fascist States Mobilized Fashion, Motherhood, and Physical Culture"

Reading: R.J. Bosworth, *Mussolini's Italy*, "Forging Fascist Society," pg 249-276 AND Victoria de Grazia, *How Fascism Ruled Women: Italy, 1922-1945*, "Motherhood," pg 41-77

Assignments: Reading Report

## **Nazi Germany**

### **Week 5**

Lecture 1 – "The Rise of Fascism in Germany"

Seminar – “How the Nazi Party Won Over the Voters”

Reading: William Sheridan Allen, *The Nazi Seizure of Power: The Experience of a Single German Town, 1922-1945*, “The Last Winter,” pg 129-147 AND Konrad Jarausch and Michael Geyer, *Shattered Past: Reconstructing German Histories*, “The Totalitarian Temptation,” pg 149-172

Assignments: Reading Report

## **Week 6**

Lecture 1 – “War and Fascism”

Seminar – “Entropy or Radicalization”

Reading: Richard Bessel, *Nazism and War*, “Nazism and the Second World War,” pg 91-182

Assignments: Reading Report

Annotated Bibliography

## **Other Fascisms**

### **Week 7**

Lecture 1 – “French Fascism?”

Seminar – “Why did Fascism not emerge in the Democracies?”

Reading: Robert Soucy, “Fascism in France: Problematizing the Immunity Thesis,” pg 65-104 AND Michel Dobry, “February 1934 and the Discovery of French Society’s Allergy to the ‘Fascist Revolution,’” pg 129-150

Assignments: Reading Report

## **Session Recess**

## **Resistance to Fascism**

### **Week 8**

Lecture 1 – “Resistance, Collaboration, Accommodation, and Victimhood”

Seminar – “Anti-Fascist organizations in Italy and Germany”

Reading: Adelheid v. Saldern “Victims or Perpetrators? Controversies about the Role of Women in the Nazi State,” pg 207-228 and “Leaflets on the White Rose”

Assignments: Reading Report

## **Week 9**

Lecture 1 – “Why did Germans *NOT* Resist Fascism?”

Seminar – “Why did people resist (or not?)”

Reading: Ian Kershaw, “The Hitler Myth: Image and Reality in the Third Reich,” pg 197-215 AND Peter Hayes, *Why: Explaining the Holocaust*, “Victims,” pg 176-217

Assignments: Reading Report

## **Totalitarianism**

### **Week 10**

Lecture 1 – “Links between Communism and Fascism”

Seminar – “Fascism and Participation in the Holocaust”

Reading: Hannah Arendt, *Origins of Totalitarianism*, “Ideology and Terror,” pg 460-482 AND Christopher Browning, *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland*, “Ordinary Men,” pg 159-189

Assignments: Reading Report

### **Week 11**

Lecture 1 – “Latin American Fascism”

Seminar – “Entropy: The Survival of Fascism in Spain”

Reading: Stanley Payne, *Fascism: Comparison and Definition*, “Post Fascist Survivals,” pg 139-160 AND Paul Preston, *The Politics of Revenge: Fascism and the Military in Twentieth-Century Spain*, “Francoism’s Last Stand,” pg 175-202

Assignments: Reading Report

Secondary Source Analysis

## **The Future of Fascism**

### **Week 12**

Lecture 1 – “Justifying Fascism after World War II”

Seminar – “Holocaust Denial”

Reading: Sharon McDonald, “Undesirable Heritage: Fascist Material Culture and Historical Consciousness in Nuremberg,” pg 9-28 AND Michael Shermer, *Denying History: Who Says the Holocaust Never Happened*, “How Deniers Distort History,” pg 99-122

Assignments: Reading Report

## Week 13

Lecture 1 – “Neo-Nazism and the right of the Alt-Right”

Seminar – “Antifa and Resistance to Fascism in the Contemporary Period”

Reading: Read Angelica Fenner and Eric D. Weitz, *Fascism and Neofascism: Critical Writing on the Radical Right in Europe*, “The Right Wing Network and the Role of Extremist Youth Groupings in Unified Germany” pg 175-188 AND Deborah Lipstadt, *Denying the Holocaust*, “The Battle for the Campus” pg 183-208

Assignments: Reading Report

**FINAL PAPER DUE: June 8<sup>th</sup>, 11:59PM**

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway \(https://students.mq.edu.au/support/study/student-policy-gateway\)](https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central).

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/study/getting-started/student-conduct>

## Results

Results 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](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

- Identify and reflect critically on the knowledge and skills developed in their study of history
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- Analyse historical evidence, scholarship and changing representations of the past.
- Examine historical issues by undertaking research according to the methodological and ethical conventions of the discipline.
- Identify and interpret a wide variety of secondary and primary materials.
- Sensitively contribute to contemporary debates about fascism with an informed and critical understanding of the relationship between past and present.
- Demonstrate an understanding of a variety of conceptual approaches to interpreting the history of fascism.
- Demonstrate an understanding of the history of fascist movements in the nineteenth and twentieth century.

## Assessment tasks

- Participation
- Reading Reports
- Project Proposal
- Annotated Bibliography
- Class Blog Submissions
- Secondary Source Analysis
- Final Research Paper

## 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

- Identify and reflect critically on the knowledge and skills developed in their study of history
- Construct an evidence-based argument or narrative in audio, digital, oral, visual, or

written form.

- Analyse historical evidence, scholarship and changing representations of the past.
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## **Assessment tasks**

- Participation
- Reading Reports
- Project Proposal
- Annotated Bibliography
- Class Blog Submissions
- Secondary Source Analysis
- Final Research Paper

## **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**

- Identify and reflect critically on the knowledge and skills developed in their study of history
- Construct an evidence-based argument or narrative in audio, digital, oral, visual, or written form.
- Analyse historical evidence, scholarship and changing representations of the past.
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## **Assessment tasks**

- Participation
- Reading Reports
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- Final Research Paper

## **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**

- Identify and reflect critically on the knowledge and skills developed in their study of history
- Construct an evidence-based argument or narrative in audio, digital, oral, visual, or written form.
- Analyse historical evidence, scholarship and changing representations of the past.
- Examine historical issues by undertaking research according to the methodological and ethical conventions of the discipline.
- Identify and interpret a wide variety of secondary and primary materials.
- Sensitively contribute to contemporary debates about fascism with an informed and critical understanding of the relationship between past and present.
- Demonstrate an understanding of a variety of conceptual approaches to interpreting the

history of fascism.

- Demonstrate an understanding of the history of fascist movements in the nineteenth and twentieth century.

## **Assessment tasks**

- Participation
- Reading Reports
- Project Proposal
- Annotated Bibliography
- Class Blog Submissions
- Secondary Source Analysis
- Final Research Paper

## **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**

- Identify and reflect critically on the knowledge and skills developed in their study of history
- Construct an evidence-based argument or narrative in audio, digital, oral, visual, or written form.
- Analyse historical evidence, scholarship and changing representations of the past.
- Examine historical issues by undertaking research according to the methodological and ethical conventions of the discipline.
- Identify and interpret a wide variety of secondary and primary materials.
- Sensitively contribute to contemporary debates about fascism with an informed and critical understanding of the relationship between past and present.
- Demonstrate an understanding of a variety of conceptual approaches to interpreting the history of fascism.
- Demonstrate an understanding of the history of fascist movements in the nineteenth and twentieth century.

## Assessment tasks

- Participation
- Reading Reports
- Project Proposal
- Annotated Bibliography
- Class Blog Submissions
- Secondary Source Analysis
- Final Research Paper

## 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

- Identify and reflect critically on the knowledge and skills developed in their study of history
- Construct an evidence-based argument or narrative in audio, digital, oral, visual, or written form.
- Analyse historical evidence, scholarship and changing representations of the past.
- Examine historical issues by undertaking research according to the methodological and ethical conventions of the discipline.
- Identify and interpret a wide variety of secondary and primary materials.
- Sensitively contribute to contemporary debates about fascism with an informed and critical understanding of the relationship between past and present.
- Demonstrate an understanding of a variety of conceptual approaches to interpreting the history of fascism.
- Demonstrate an understanding of the history of fascist movements in the nineteenth and twentieth century.

## Assessment tasks

- Participation
- Reading Reports
- Project Proposal

- Annotated Bibliography
- Class Blog Submissions
- Secondary Source Analysis
- Final Research Paper

## 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

- Identify and reflect critically on the knowledge and skills developed in their study of history
- Construct an evidence-based argument or narrative in audio, digital, oral, visual, or written form.
- Analyse historical evidence, scholarship and changing representations of the past.
- Examine historical issues by undertaking research according to the methodological and ethical conventions of the discipline.
- Identify and interpret a wide variety of secondary and primary materials.
- Sensitively contribute to contemporary debates about fascism with an informed and critical understanding of the relationship between past and present.
- Demonstrate an understanding of a variety of conceptual approaches to interpreting the history of fascism.
- Demonstrate an understanding of the history of fascist movements in the nineteenth and twentieth century.

### Assessment tasks

- Participation
- Reading Reports
- Project Proposal
- Annotated Bibliography
- Class Blog Submissions
- Secondary Source Analysis
- Final Research Paper

## 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

- Identify and reflect critically on the knowledge and skills developed in their study of history
- Construct an evidence-based argument or narrative in audio, digital, oral, visual, or written form.
- Sensitively contribute to contemporary debates about fascism with an informed and critical understanding of the relationship between past and present.

### Assessment tasks

- Participation
- Reading Reports
- Class Blog Submissions
- Final Research Paper

## Socially and Environmentally Active and Responsible

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

This graduate capability is supported by:

### Learning outcomes

- Identify and reflect critically on the knowledge and skills developed in their study of history
- Construct an evidence-based argument or narrative in audio, digital, oral, visual, or written form.
- Sensitively contribute to contemporary debates about fascism with an informed and critical understanding of the relationship between past and present.

## **Assessment tasks**

- Participation
- Reading Reports
- Class Blog Submissions
- Final Research Paper