



MHIS218

Football as Global History

S1 Day 2018

Dept of Modern History, Politics & International Relations

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	5
<u>Delivery and Resources</u>	11
<u>Unit Schedule</u>	11
<u>Policies and Procedures</u>	15
<u>Graduate Capabilities</u>	17

Disclaimer

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General Information

Unit convenor and teaching staff

Keith Rathbone

keith.rathbone@mq.edu.au

Credit points

3

Prerequisites

12cp at 100 level or above or (3cp in HIST or MHIS or POL units)

Corequisites

Co-badged status

Unit description

Global football across its various codes (soccer, rugby, Australian Rules, and American Football) comes as close to a universal human experience as any other activity. The football's reach dwarfs all major religions and political empires. The emergence of global communication and financial networks have further propelled football's popularity and allowed all of the codes to grow tremendously. Fans can now follow their favorite teams from one corner of the globe to the other. This course explores the ways that football as broadly understood was shaped by and has helped shape global political, social, and cultural history since 1850. Emerging in the private schools of upper class England, football, rugby, and soccer quickly spread across the globe following patterns of trade, colonization, and war. As soon as it appeared, these games became enmeshed in debates about race, class, ethnicity, gender, and political and social economy. Football's social and cultural meaning carries through to today and provides a rich field for historical inquiry. We will approach the study of the football codes through a close reading of a variety of primary and secondary sources with the goal of producing an original research paper. A series of scaffolded assignments lead to the final paper written on a topic of the student's choice.

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:

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

Demonstrate an understanding of a variety of conceptual approaches to interpreting

Global history.

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

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

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

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

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

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

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 MHIS218 iLearn site:

1. Log in to your iLearn account and go to your home page. Turnitin assignments should be visible under MHIS218: Football as Global History.
2. If not, log in to MHIS218 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

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

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

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 Rathbone 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
<u>Participation</u>	10%	No	Each Week
<u>Reading Reports</u>	10%	No	Before Class Each Week
<u>Project Proposal</u>	5%	No	Friday of Week 3
<u>Annotated Bibliography</u>	10%	No	Friday of Week 7
<u>Primary or Secondary Source</u>	15%	No	Friday of Week 8
<u>In-class Presentation</u>	15%	No	In-class Week 12 and 13
<u>Research Paper</u>	35%	No	Friday of Week 13

Participation

Due: **Each Week**

Weighting: **10%**

Participation:

Students must attend at least 70% of tutorials 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:

- Demonstrate an understanding of Global history in the nineteenth and twentieth century.
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- Sensitively contribute to contemporary debates about the world with an informed and critical understanding of the relationship between past and present.
- Analyse historical evidence, scholarship and changing representations of the past.
- Identify and reflect critically on the knowledge and skills developed in their study of history

Reading Reports

Due: **Before Class Each Week**

Weighting: **10%**

Report on readings:

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 tutorials adequately prepared to participate in class discussions. It will also enable me to check that students have understood the readings and the topics.

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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!

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

Annotated Bibliography

Due: **Friday of Week 7**

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.

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Primary or Secondary Source

Due: **Friday of Week 8**

Weighting: **15%**

Primary OR Secondary Source Analysis:

For this assignment, students can choose to do **either** a primary **or** a secondary source analysis.

If you opt for a Primary Source Analysis (2-3 pages), you will examine a primary source of your choosing. The primary source should be related to your final paper topic. Proper provenance is crucial.

The goal of this assignment is to develop students' ability to analyze a given primary historical document critically, contextualize it, comparing what we can and cannot tell from it, and interpret it to respond to a historical question.

If you opt for a Secondary Source Analysis (2-3 pages), students must examine a monograph of their choosing. This monograph should be related to their final paper topic.

The goal of this assignment is to develop students' ability to evaluate a given piece of historical scholarship. 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.

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

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

In-class Presentation

Due: **In-class Week 12 and 13**

Weighting: **15%**

In-class Presentation:

Your in-class presentation will be based on the topic that you choose for your review article. You will be expected to deliver a polished and concise overview of the topic in the allotted time frame (time dependent on number of students in tutorial.)

Your presentation should generally follow the outline of your paper and should include a brief introduction that provides the audience with a frame of reference, a main body of the presentation, and a strong conclusion. Your goal is to engage the audience effectively and to get your argument and evidence across to the audience. To do that, they need to be able to focus on the history and not be distracted from your message by graphics that are needlessly complex or difficult to decipher.

You may choose to use visuals to better convey your argument and sources. These visuals can be either paper hard copies or digital. Although there are a number of excellent presentation programs available, I recommend that you use Power Point.

Make sure that you spend an adequate amount of time in planning your presentation. Once you have completed your slides, practice your presentation repeatedly. If possible, test your slides on screen to make sure that your presentation works.

The aim of this assignment is to develop students' abilities to present their work orally. Presentations are graded on their educational content, their interactivity, and most importantly their creativity.

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

Research Paper

Due: **Friday of Week 13**

Weighting: **35%**

Final Essay:

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

In this assignments, students will write a 9-10 page history of a major football event, a football association, a football federation/league or other football related thing of their choosing. You can choose to write about the highs and lows, championships won and lost, promotions and relegations, star players and *bête noires*, however, you should not forget that a history of football means more than the 11 players on the field and encompasses coaches, front and back offices, fans, and even whole nations. The best papers will link the history of the event/club/federation/ etc with issues related to the themes of the course, including the formation of social classes, the spread of sports through colonization and commerce, sporting associations and political violence, and/or globalization.

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 formal of a formal, grammatically-correct, jargon-free, properly-referenced history essay.

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Delivery and Resources

Technology:

iLearn: The MHIS218 website is accessed by logging in via <https://ilearn.mq.edu.au/login/MQ/>

Lecture and tutorial locations

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

MHIS218/S1/Day/Lecture_1/01	Tuesday	10:00am	11:00am	1:00	9-15.1 8-23	60	12 Second Wy - 226 Tutorial Rm	60
MHIS218/S1/Day/Lecture_2/01	Wednesday	10:00am	11:00am	1:00	9-15.1 8-23	60	25a Wallys Wlk - 208 Tutorial Rm	65
MHIS218/S1/Day/Tutorial_1/01	Tuesday	12:00pm	1:00pm	1:00	9-15.1 8-23	25	29 Wallys Wlk - 132 Tutorial Rm	30
MHIS218/S1/Day/Tutorial_1/02	Tuesday	11:00am	12:00pm	1:00	9-15.1 8-23	25	11 Wallys Wlk - 140 Tutorial Rm	50
MHIS218/S1/Day/Tutorial_1/03	Wednesday	11:00am	12:00pm	1:00	9-15.1 8-23	25	4 Western Rd - 309 Tutorial Rm	25

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

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

Sports History

Week 1 – Why study sports history?

Lecture 1 – “What is sports history”

Lecture 2 – “Football’s origins”

Reading: C.L.R. James *Beyond a Boundary*, pg 20-46; AND David Goldblatt, *The Ball is Round*, "Forward," pg ix-xii; "Introduction," pg xiii-0

Assignments: **Report on Readings**

Football and Identity Formation

Week 2 – Pre-modern Ball Games and the Invention of Football

Lecture 1 – “The Pre-Modern Origins of Ball Games”

Lecture 2 – “The Invention of Soccer”

Reading: William Baker, "The Making of Working Class Football Culture in Victorian England," pg 241-251 AND Peter Swain, “The Origins of Football Debate: Football and Cultural Continuity, 1857-1859,” *International Journal of the History of Sports*, 32, No. 5: 631-649

Assignments: **Report on Reading**

Week 3 – Early Australian Football

Lecture 1 – “Working Class Sports in Metropole and Colony”

Lecture 2 – “The Making of Australian Rules Football”

Reading: Jenny Hocking and Nell Reidy, “Marngrook, Tom Wills, and the Continuing Denial of Indigenous History: On the Origins of Australian Football” *Meinjin Quarterly*, Winter 2016: 83-93 AND Charles Little, “‘What a Freak-Show They Made!’ Women’s Rugby League in 1920s Sydney,” *Football Studies*, 4: 25-40

Assignments: **Report on Reading**

Proposals

Week 4 – Gender and Sport around World War I

Lecture 1 – “Gender and identity in sports”

Lecture 2 – “Soccer in the trenches and soccer in the home front”

Reading: Arnaud Waquet, "Wartime Football, a Remedy for the Masculine Vulnerability of Poilus (1914-1919)," *International Journal of the History of Sport*, pg 1195-1214* AND Wendy Michallat, “Terrain de lutte: Women’s Football and Feminism in ‘Les années folles,’” *French Cultural Studies* 18(3): 259-276

Assignments: **Report on Reading**

Week 5 – Football’s First Age of Globalization

Lecture 1 – “Immigration and sports”

Lecture 2 – “Football in Europe in the 1930s”

Reading: Peter Alegi, *African Soccerescapes*, "The Africanization of Football," pg 14-35 AND Gregory Quin, "Central Europe Rules European Football: The ‘Golden Age’ of Regional Connections in European Football (1926-1938)" in *Building Europe with the Ball*, pg 53-74

Assignments: **Report on Reading**

Football and Biopolitics

Week 6 – Football and Biopolitics

Lecture 1 – “Sports and State Biopolitics”

Lecture 2 – “The 1936 Berlin Olympic”

Reading: John Hargreaves, “The Body, Sport, and Power Relations,” *The Sociological Review*, 33: 139-159 AND Imke Fischer, “The Involvement of the Commonwealth Government in Physical Education *From Defense to National Fitness*” in *Sport, Federation, Nation*

Assignments: **Report on Reading**

Week 7 – Football Codes under Occupation

Lecture 1 – “Football under Occupation”

Lecture 2 – “Sport and Resistance to the State”

Reading: Sid Lowe, *Fear and Loathing in La Liga*, “The Forgotten President,” pg 38-56; AND Simon Kuper, *Ajax, the Dutch, and the War*, “Sparta,” pg 69-92

Assignments: **Report on Reading**

Annotated Bibliography

Session Recess

Football and Decolonization

Week 8 – Football in the Colonial World

Lecture 1 – “The Role of Football in the Colonies”

Lecture 2 – “African Urbanity and Sport”

Reading: Read Peter Alegi, *African Soccerescapes*, "Making Nations in Late Colonial Africa," 36-53; AND Phyllis Martin, *Leisure and Society in Colonial Brazzaville*, "Football is King," pg 99-126*

Assignments: **Report on Reading**

Primary or Secondary Source Analysis

Week 9 – Football, Decolonization, and Migration

Lecture 1 – “Football and Migration”

Lecture 2 – “Football and Migration II”

Reading: Laurent Dubois, *Soccer Empire*, “A Beautiful Harvest,” pg 23-46 AND Charles Little, *Th*
rough Thick and Thin, “Ethnicity and Sport after 1945,” pg 67-80

Assignments: **Report on Reading**

Contemporary Football Issues:

Week 10 – Neoliberal Football

Lecture 1 – “The Economics of Modern Football”

Lecture 2 – “Neoliberalism and Stadium Construction”

Reading: David Goldblatt, *The Game of our Lives*, “Aspiration and Illusion: The Economics of the
New Football,” pg 1-34 AND Gerald Podair “Private Gain, Public Good? The Business of Baseba
ll in Los Angeles,” 201-231.

Assignments: **Report on Reading**

Week 11 – Challenges to Sports’ Neoliberal Framework

Lecture 1 – “Hooliganism”

Lecture 2 – “Racism in French Football”

Reading: David Goldblatt, “Playing the Race Game: Migration, Ethnicity, and Identity,” *The Game of our Lives*, pg 145-182 AND Laurent Dubois, “An Unfinished War” and “Reconciliation,” *Soccer Empire: The World Cup and the Future of France*, pg 177-213

Assignments: **Report on Reading**

Week 12 – Gender and Race in Contemporary Australian Sports

Lecture 1 – “Gender and Sex in Australian Sport”

Lecture 2 – “Gender and Sex in Australian Sport II”

Readings: John Cash and Joy Damousi, *Footy Passions*, “Fathers and Daughters at Play,” pg 63-93 AND Leigh Boucher, “Public Emotions and their Personal Consequences: The Nationalizing Affects of the Australian Football League since 1900” *International Journal of the History of Sports*, vol 32, no 12: 1546-1566

Assignments: **Report on Reading**

In-class presentation

Week 13 – The Future of Football

Lecture 1 – “Football in the Arab World”

Lecture 2 – “The Future of Football”

Reading: Franklin Foer, *How Soccer Explains the World*, “How Soccer Explains Islam’s Hope,” pg 217-234;” AND Russ Crawford, *Le Football*, “Leveling the Playing Field,” 249-268

Assignments: **Report on Reading**

In-class presentation

FINAL PAPER DUE: June 8th, 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](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://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) 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://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

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

Assessment tasks

- Participation
- Reading Reports
- Project Proposal
- Annotated Bibliography
- Primary or Secondary Source
- In-class Presentation
- 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

- Demonstrate an understanding of Global history in the nineteenth and twentieth century.
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Assessment tasks

- Participation
- Reading Reports
- Project Proposal
- Annotated Bibliography
- Primary or Secondary Source
- In-class Presentation
- 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

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- Reading Reports
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- 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

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

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

Assessment tasks

- Participation
- Reading Reports
- Project Proposal
- Annotated Bibliography
- Primary or Secondary Source
- In-class Presentation
- 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

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

Assessment tasks

- Participation

- Reading Reports
- Project Proposal
- Annotated Bibliography
- Primary or Secondary Source
- In-class Presentation
- 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

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

Assessment tasks

- Project Proposal
- Annotated Bibliography
- Primary or Secondary Source
- In-class Presentation
- 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

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

Assessment tasks

- Participation
- Reading Reports
- Project Proposal
- Annotated Bibliography
- Primary or Secondary Source
- In-class Presentation
- 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

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

- Demonstrate an understanding of a variety of conceptual approaches to interpreting Global history.
- Sensitively contribute to contemporary debates about the world with an informed and critical understanding of the relationship between past and present.
- Analyse historical evidence, scholarship and changing representations of the past.
- Construct an evidence-based argument or narrative in audio, digital, oral, visual, or written form.

Assessment tasks

- Participation
- Reading Reports
- In-class Presentation

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

- Demonstrate an understanding of Global history in the nineteenth and twentieth century.
- Demonstrate an understanding of a variety of conceptual approaches to interpreting Global history.
- Sensitively contribute to contemporary debates about the world with an informed and critical understanding of the relationship between past and present.
- Analyse historical evidence, scholarship and changing representations of the past.
- Construct an evidence-based argument or narrative in audio, digital, oral, visual, or written form.

Assessment tasks

- Participation
- Reading Reports
- In-class Presentation