MHIS271

The United States Since World War Two

S2 External 2018

Dept of Modern History, Politics & International Relations

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Disclaimer

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General Information

Unit convenor and teaching staff

Chris Dixon
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Daniel Fleming
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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
This unit provides an in-depth examination of American history since 1945, including an analysis of the profound political, economic, and social changes within the United States, along with the transformation of America's role in world affairs following World War II. Although most lectures will deal in turn with domestic and foreign aspects of modern US history, the unit also explores their interactions at every stage from the era of McCarthyism, when Cold War paranoia produced social and political repression at home, to the 1960s with its challenges to the prevailing order and values, through the post-Cold War period, characterized by uncertainties in foreign policy and ongoing domestic divisions. The unit concludes with an examination of the post-9/11 period, which has posed new challenges to American foreign policy, and tested the social, political, and cultural fabric of what Winston Churchill once described as “the great republic.” Considerable attention will be given to the aspirations and activism of African-Americans, other minorities, and women, whose experiences have often been at odds with American ideology and rhetoric about national uniqueness based on freedom and democracy.

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:

Critically appreciate the major scholarly issues, debates, and interpretations in the field of modern United States history.

Formulate complex ideas, defend and qualify them appropriately and civilly, and communicate them concisely, fluently, stylishly and compellingly, in both written and oral forms.

Better appreciate the nature of argument, and the status and role of different kinds of historical sources and evidence.

Work in an independent, adaptive, and self-motivated fashion, as well as interact effectively with others for a common outcome.

Assess research problems, and seek out, organize, marshal, and deploy to best effect the relevant intellectual resources needed to solve those problems.

General Assessment Information

Penalties for late submission of work.

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.

Assessment Tasks

Name	Weighting	Hurdle	Due
Tutorial Participation	15%	No	Ongoing
Essay Plan and Bibliography	15%	No	Week 5
Essay	40%	No	Week 10
Take Home Test	30%	No	Week 13

Tutorial Participation

Due: **Ongoing**
Weighting: **15%**

Face-to-face and online discussion tests your ability to communicate ideas, your appreciation and comprehension of the themes and concepts discussed in the course, your ability to critically assess and evaluate the arguments of others, and your ability to clearly articulate your thoughts. It also monitors your progress across the unit topics. Internal students are expected to attend weekly tutorials and participate in weekly discussions in class.

External students are expected to make online postings within the time frame of each discussion topic. These begin on Monday of the discussion week and run through to the following Sunday. You will be assessed on the quality of your responses, the frequency of your posts and your engagement with other students. A professional and courteous approach towards staff and fellow students is expected at all times. The purpose of this forum is not the presentation of your personal opinions but the discussion of topics arising from the lectures and readings. You can comment on other students' posts provided you follow the rules of netiquette and keep your discussion within the bounds of the question raised. This forum should be a substitute for a live tutorial.

On successful completion you will be able to:

- Critically appreciate the major scholarly issues, debates, and interpretations in the field of modern United States history.
- Formulate complex ideas, defend and qualify them appropriately and civilly, and communicate them concisely, fluently, stylishly and compellingly, in both written and oral forms.
- Better appreciate the nature of argument, and the status and role of different kinds of historical sources and evidence.
- Work in an independent, adaptive, and self-motivated fashion, as well as interact effectively with others for a common outcome.
- Assess research problems, and seek out, organize, marshal, and deploy to best effect the relevant intellectual resources needed to solve those problems.

Essay Plan and Bibliography

Due: **Week 5**
Weighting: **15%**

This Essay Plan and Bibliography is designed to help you begin preparing your essay at an early stage of semester.

You should ensure you address the following questions:

1. What is my topic about?
2. Who are the some of the important historians in this field?
3. What are there other themes or issues I need to understand in order to explore this topic properly?
4. What is my proposed structure for the essay?

This task which assesses whether students have understood the history of the topic; demonstrated good judgement regarding the kinds of historical primary and secondary sources required for 200-level university history essay; and understood how and why different historians have different approaches to or interpretations of historical events.

Some of you are no doubt wondering: can I change my mind about which question I answer?

Answer: If your interest has changed by the time you start work on your essay and you want to write about a different topic, you may do so. You should be aware, however, 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, please contact Daniel or Chris.

The Essay Plan should be approx. 500 words in length.

On successful completion you will be able to:

- Critically appreciate the major scholarly issues, debates, and interpretations in the field of modern United States history.
- Formulate complex ideas, defend and qualify them appropriately and civilly, and communicate them concisely, fluently, stylishly and compellingly, in both written and oral forms.
- Work in an independent, adaptive, and self-motivated fashion, as well as interact effectively with others for a common outcome.
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Essay

Due: **Week 10**
Weighting: **40%**

Due Friday 19 October 2018, 11:59pm, 2,500 words (including references)

The aim of this task is to assess your ability to produce an extended response, in written form, to a specific question. Chose from the list of questions included below.

At 200 level, you should aim to produce history essays that reflect your ability to research (in both primary and secondary sources), to find and analyse information, to make an historical argument and to write clearly and cogently. You need to try to write analytically not descriptively. Take care not to tell “only” us a story about the past. You need to make an argument about the past. Indeed, you must build a strong argument through every paragraph.

You must present your essay with a *title, wide margins, page numbers, and double-spaced.* You must cite your references correctly and provide a bibliography at the end, starting on a new page.

The main essay should be fully referenced in line with the “writing essays in history” referencing guide. You will be penalised in the major essay for inadequate or incorrect referencing.

Essay Questions

1. Focussing on 1-2 social issues from the 1950s (gender dynamics, race relations, sexuality, youth culture, political movements, other social critique/s, etc.), analyse the proposition that the

era was, “a fertile period, a seedbed of ideas that would burgeon and live in the more activist, less reflective climate that followed.”

2. Analyze the notion that “the Cold War reflected American fears, rather than the reality of Soviet power.”

3. Analyse the proposition that “the period from the middle of the 1950s in the United States up to the impact of the crisis of the 1960s was an age of consensus.”

4. Analyse the objectives and tactics of a social or political movement of the 1960s and/or 1970s (feminism, gay rights, anti-war movement, Native American rights, Chicano movement, environmentalism, etc). What were the movement’s successes – and failures?

5. Discuss and analyse the ways in which the Vietnam War heightened social, political, and economic tensions in the United States in the period 1964-1973 and beyond.

6. Analyse resistance to the African American civil rights movement in the 1950s and 1960s.

7. Analyse the changes that occurred within the African American civil rights movement during the 1960s, paying attention to the goals and strategies of the movement.

8. Analyse the proposition that Richard Nixon, Gerald Ford and Jimmy Carter sought to engineer America’s “retreat from empire.”

9. Analyse the proposition that, “After Goldwater led the party to a disastrous defeat, Nixon would be the only man available to act as party unifier, to lead the rehabilitation of Republicanism, and help himself at the same time.”

10. Analyse the proposition that “the 1980 election was a watershed election in American politics.”

11. Analyse the debate over abortion in the post-war United States, focusing particularly on the debate since the Supreme Court’s *Roe vs. Wade* decision.

12. Analyse the proposition that “the addition of AIDS to the political agenda was slow because of the way the problem was defined and the epidemic framed.”

13. Analyse the extent to which the Clinton presidency was beset by scandal.

14. You are welcome to devise your own topic on a relevant issue provided this is done in consultation with your tutor.

On successful completion you will be able to:

- Critically appreciate the major scholarly issues, debates, and interpretations in the field of modern United States history.
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- Better appreciate the nature of argument, and the status and role of different kinds of

historical sources and evidence.
- Work in an independent, adaptive, and self-motivated fashion, as well as interact effectively with others for a common outcome.
- Assess research problems, and seek out, organize, marshal, and deploy to best effect the relevant intellectual resources needed to solve those problems.

Take Home Test

Due: **Week 13**
Weighting: **30%**

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On successful completion you will be able to:

- Formulate complex ideas, defend and qualify them appropriately and civilly, and communicate them concisely, fluently, stylishly and compellingly, in both written and oral forms.
- Better appreciate the nature of argument, and the status and role of different kinds of historical sources and evidence.
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- Assess research problems, and seek out, organize, marshal, and deploy to best effect the relevant intellectual resources needed to solve those problems.

Delivery and Resources

The textbook for this unit is:

William H. Chafe, *The Unfinished Journey: America Since World War II* 8th edition (New York: Oxford University Press, 2014)

Unit Schedule

	Lecture	Tutorial	Assignments
1	Introduction: From Colonies to Superpower – The US, 1776-1945	No Tutorial	
2	The United States and the Cold War, 1945-1960	The Cold War	

3	Political Life and Anti-Communism, 1945-1960	Postwar Social Reform and Activism	
4	“Happy Days”?: Affluence and Anxiety During the 1950s	Living with the Bomb: US Society After World War II	
5	“A Change is Gonna Come”: The Modern Civil Rights Movement	The Modern Civil Rights Movement	Essay Plan Due 31 Aug
6	“Love Me, I’m a Liberal”: John F. Kennedy, Lyndon Johnson, and American Liberalism	The Presidency of John F. Kennedy: “Ask Not What Your Country Can Do For You-Ask What You Can Do For Your Country”	
7	US Foreign Policy in the 1960s: Cuba, Vietnam, and the Limits of American Globalism	The United States and Vietnam	
Mid-Semester Break			
8	“The Times They are a Changing”: Political and Cultural Protest during the 1960s and 1970s	The 1960s in America: Protest and the Turmoil of 1968	
9	“A New Morning in America”?: Ronald Reagan and the Conservative Revival of the 1980s	The Reagan Years	
10	Political and Cultural Life, 1990-2008	No Tutorial	Essay Due 19 October
11	From a New World Order to the War on Terror: The US and the World Since the End of the Cold War	George W. Bush, 9/11, and the US in the early twenty-first century	
12	Obama’s America?/Trump’s America?	A Post-racial America?	
13	Summing Up	No Tutorial	Take-home test

Week 1

Lecture: From Colony to Superpower – The US, 1776-1945

No Tutorial

Week 2

Lecture: The US and the Cold War, 1945-1960

Tutorial: The Cold War

Readings:

· Chafe, William H. *The Unfinished Journey: America Since World War II* 8th edition (New York: Oxford University Press, 2014) Chapter 3. (Chapter 2 is optional, but recommended for context.)

: President Truman's Address Before a Joint Session of Congress, 12 March 1947: http://avalon.law.yale.edu/20th_century/trudoc.asp

: George Kennan, "Sources of Soviet Conduct": http://alphahistory.com/coldwar/kennan-sources-soviet-conduct-1947/

Week 3

Lecture: Political Life and Anti-Communism, 1945-1960

Tutorial: Postwar Social Reform and Activism

Readings and videos:

· Chafe, *Unfinished Journey*, Chapter 4.

· Alger Hiss: https://www.youtube.com/watch?v=OnCC2gYmAMk

· Joseph McCarthy: "Enemies from Within" http://historymatters.gmu.edu/d/6456

· Lillian Hellman Refuses to Name Names: http://historymatters.gmu.edu/d/6454

Week 4

Lecture: "Happy Days"?: Affluence and Anxiety during the 1950s

Tutorial: Living with the Bomb: US Society After World War II

Readings and videos:

· Chafe, *Unfinished Journey*, Chapter 5

- *Nuclear America*: https://www.youtube.com/watch?v=mFcRhDtkQyQ
- *Leave It to Beaver*: https://www.youtube.com/watch?v=ULK_PNaS6d0
- *Rebel Without a Cause*: https://www.youtube.com/watch?v=u7hZ9jKrwvo

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Week 5

Lecture: "A Change is Gonna Come": The Modern Civil Rights Movement

Tutorial: The Modern Civil Rights Movement

Readings and videos:

· Chafe, *Unfinished Journey*, Chapter 6, and Chapter 11 pages 290-307. (From Civil Rights to Black Power).

- Martin Luther King, Jr. on Montgomery: https://www.youtube.com/watch?v=1QZik4CYtgw

· Martin Luther King, Jr.: "The Power of Non-Violence": http://teachingamericanhistory.org/library/document/the-power-of-non-violence/

· Lyndon Johnson: "We Shall Overcome": http://www.americanrhetoric.com/top100speechesall.html (https://www.youtube.com/watch?v=MxEauRq1WxQ)

· Lyndon Johnson: "To Fulfill These Rights": http://www.presidency.ucsb.edu/ws/?pid=27021 (https://www.youtube.com/watch?v=kIcCn3kroU8)

Week 6

Lecture: "Love Me, I'm a Liberal": John F. Kennedy, Lyndon Johnson, and American Liberalism

Tutorial: The Presidency of John F. Kennedy: "Ask Not What Your Country Can Do For You-Ask What You Can Do For Your Country"

Readings and videos:

· Chafe, *Unfinished Journey*, Chapter 7. (Chapter 8 is optional, but recommended.)

- Kennedy-Nixon Debate: https://www.youtube.com/watch?v=xyevxqAQBJ8

· JFK's Inaugural: https://www.jfklibrary.org/Asset-Viewer/BqXIEM9F4024ntFI7SVAjA.aspx

· JFK's Civil Rights: https://www.jfklibrary.org/Asset-Viewer/LH8F_0Mzv0e6Ro1yEm74Ng.aspx

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Week 7

Lecture: US Foreign Policy in the 1960s: Cuba, Vietnam, and the Limits of American Globalism

Tutorial: The United States and Vietnam

Readings and videos:

· Chafe, *Unfinished Journey*, Chapter 10. Chapter 9 is optional, recommended.

· Gulf of Tonkin Resolution: https://www.ourdocuments.gov/doc.php?flash=false&doc=98&page=transcript

· Excerpt from the President's Address at Johns Hopkins University: "Peace Without Conquest," April 7, 1965: available at http://www.lbjlibrary.org/exhibits/the-vietnam-conflict

· Footage of the 1968 Tet Offensive: https://www.youtube.com/watch?v=H4FkCvC3Gx4

· Muhammad Ali on the Vietnam War: https://www.youtube.com/watch?v=6JDM4MY71G4

Week 8

Lecture: "The Times They are a Changing": Political and Cultural Protest during the 1960s and 1970s

Tutorial: The 1960s in America: Protest and the Turmoil of 1968

Readings and videos:

· Chafe, *Unfinished Journey*, Chapter 12 & Chapter 11 pp. 307-324 (The Student Movement & Emergence of Women's Liberation).

· The Port Huron Statement: http://www2.iath.virginia.edu/sixties/HTML_docs/Resources/Primary/Manifestos/SDS_Port_Huron.html

- Chicago Democratic Convention: https://www.youtube.com/watch?v=9aeNJljuZcI
- Walter Cronkite: https://www.youtube.com/watch?v=tuwBvXYGIQA
- Martin Luther King, Jr. "I have been to the mountain top" https://www.youtube.com/watch?v=98k-pjN6nl0
- Walter Cronkite announces the assassination of Martin Luther King, Jr. https://www.youtube.com/watch?v=cmOBbxgxKvo

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Week 9

Lecture: "A New Morning in America"?: Ronald Reagan and the Conservative Revival of the 1980s

Tutorial: The Reagan Years

Readings and videos:

· Chafe, *Unfinished Journey*, Chapter 16.

· Ronald Reagan, Evil Empire Speech at https://www.youtube.com/watch?v=do0x-Egc6oA

· Jesse Jackson, "Rainbow Coalition" Speech, aka 1984 Democratic National Convention Address (18 July 1984): https://www.youtube.com/watch?v=cWjPrIUgKA4

- Reagan: On Lebanon & Grenada: https://www.youtube.com/watch?v=LJ8TeImdp6Q

· Reagan's humor: https://www.youtube.com/watch?v=X39dGQmBEww

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Week 10

Lecture: Political and Cultural Life, 1990-2008

No Tutorial

Week 11

Lecture: From a New World Order to the War on Terror: The US and the World Since the End of the Cold War

Tutorial: George W. Bush, 9/11, and the US in the early twenty-first century

Readings and videos:

· Chafe, *Unfinished Journey*, Chapter 18.

· Bill Clinton, Second Inaugural: http://www.presidency.ucsb.edu/ws/index.php?pid=54183

· George Bush, Post-9/11 Address to the Nation: http://www.presidency.ucsb.edu/ws/index.php?pid=58057

Week 12

Lecture: Obama's America?/Trump's America?

Tutorial: A Post-racial America?

Readings:

· Chafe, *Unfinished Journey*, Chapter 19.

· Black Lives Matter: https://blacklivesmatter.com/about/what-we-believe/

· Donald Trump Inaugural: https://www.whitehouse.gov/briefings-statements/the-inaugural-address/

Week 13

Lecture: Summing Up

No Tutorial

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). 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). 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).

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

- Better appreciate the nature of argument, and the status and role of different kinds of historical sources and evidence.
- Work in an independent, adaptive, and self-motivated fashion, as well as interact effectively with others for a common outcome.
- Assess research problems, and seek out, organize, marshal, and deploy to best effect the relevant intellectual resources needed to solve those problems.

Assessment tasks

- Tutorial Participation
- Essay Plan and Bibliography
- Essay
- Take Home Test

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

- Critically appreciate the major scholarly issues, debates, and interpretations in the field of modern United States history.

- Formulate complex ideas, defend and qualify them appropriately and civilly, and communicate them concisely, fluently, stylishly and compellingly, in both written and oral forms.
- Better appreciate the nature of argument, and the status and role of different kinds of historical sources and evidence.
- Work in an independent, adaptive, and self-motivated fashion, as well as interact effectively with others for a common outcome.
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Assessment tasks

- Tutorial Participation
- Essay Plan and Bibliography
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Discipline Specific Knowledge and Skills

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

This graduate capability is supported by:

Learning outcomes

- Critically appreciate the major scholarly issues, debates, and interpretations in the field of modern United States history.
- Formulate complex ideas, defend and qualify them appropriately and civilly, and communicate them concisely, fluently, stylishly and compellingly, in both written and oral forms.
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Assessment tasks

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- Essay Plan and Bibliography
- Essay
- Take Home Test

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

- Critically appreciate the major scholarly issues, debates, and interpretations in the field of modern United States history.
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- Better appreciate the nature of argument, and the status and role of different kinds of historical sources and evidence.
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Assessment tasks

- Tutorial Participation
- Essay Plan and Bibliography
- Essay
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Problem Solving and Research Capability

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

in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Critically appreciate the major scholarly issues, debates, and interpretations in the field of modern United States history.
- Formulate complex ideas, defend and qualify them appropriately and civilly, and communicate them concisely, fluently, stylishly and compellingly, in both written and oral forms.
- Better appreciate the nature of argument, and the status and role of different kinds of historical sources and evidence.
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Assessment tasks

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- Essay Plan and Bibliography
- Essay
- Take Home Test

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

- Critically appreciate the major scholarly issues, debates, and interpretations in the field of modern United States history.
- Formulate complex ideas, defend and qualify them appropriately and civilly, and communicate them concisely, fluently, stylishly and compellingly, in both written and oral forms.
- Assess research problems, and seek out, organize, marshal, and deploy to best effect the relevant intellectual resources needed to solve those problems.

Assessment tasks

- Tutorial Participation
- Essay Plan and Bibliography
- Essay
- Take Home Test

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

- Critically appreciate the major scholarly issues, debates, and interpretations in the field of modern United States history.
- Formulate complex ideas, defend and qualify them appropriately and civilly, and communicate them concisely, fluently, stylishly and compellingly, in both written and oral forms.
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Assessment tasks

- Tutorial Participation
- Essay Plan and Bibliography
- Essay
- Take Home Test

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

- Formulate complex ideas, defend and qualify them appropriately and civilly, and communicate them concisely, fluently, stylishly and compellingly, in both written and oral forms.
- Assess research problems, and seek out, organize, marshal, and deploy to best effect the relevant intellectual resources needed to solve those problems.

Assessment tasks

- Tutorial Participation
- Essay Plan and Bibliography
- Essay
- Take Home Test

Changes from Previous Offering

This is a new unit.