Course Outline

School / Portfolio: Faculty of Education and Arts

Course Title: THE USA IN CONTEMPORARY WORLD HISTORY

Course ID: HISSG1002

Credit Points: 15.00

Prerequisite(s): Nil

Co-requisite(s): Nil

Exclusion(s): Nil

ASCED Code: 090305

Program Level:

<table>
<thead>
<tr>
<th>Level</th>
<th>AQF Level of Program</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Introductory</td>
<td></td>
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<tr>
<td>Intermediate</td>
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<tr>
<td>Advanced</td>
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Learning Outcomes:

Knowledge:

- **K1.** Analyse the history of the USA, and its contribution to the development of democracy
- **K2.** Critique the impact of the USA on international relations
- **K3.** Examine the practices and processes of historical research, with an emphasis on theoretical and methodological issues within the context of published historical sources
- **K4.** Appraise the role of interpretation in history
- **K5.** Evaluate the contribution of literature, film and art to an understanding of the USA
- **K6.** Estimate how history and historians shape the present and the future

Skills:

- **S1.** Discover, analyse and critically evaluate primary and secondary sources
- **S2.** Develop communication skills through tutorial discussion and oral presentation
- **S3.** Write an essay using the referenced arguments of historians to support an argument
- **S4.** Utilise a full range of media as research tools and means of presentation of historical information

Application of knowledge and skills:

- **A1.** Demonstrate understanding of issues and events through regular contribution to tutorial discussions and written responses
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A2. Orally present an in-depth analysis of an issue from American history, supported by visual and written evidence
A3. Produce an evidence-based written essay which conforms to historiographical standards.

Course Content:
Topics may include:

- Making constitutions
- Slavery and the British Empire
- Manifest Destiny
- American Civil War
- The Frontier and its impact on the American psyche
- Economic powerhouse of late 19th Century
- International power broking and peacemaking.
- World War One and Versailles Peace Conference
- Isolationism
- Depression and the New Deal
- World War Two and the Cold War
- Civil Rights Movement
- Vietnam War and its legacy
- Globalism triumphant
- Pax Americana
- New stars rising – Islam and China.
- The role of the Presidents

Values and Graduate Attributes:

Values:

V1. To develop sensitivity to historical events and their impact on humanity.
V2. To realise that there are many interpretations that can be made of a single event and there is no ‘right’ answer.
V3. To appreciate the contributions of major historians and political scientists to our understanding of world history.

Graduate Attributes:

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Brief Description</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuous Learning</td>
<td>Students develop an understanding of historiography and a set of skills to allow them to indulge in historical research and the production of new historical interpretations</td>
<td>High</td>
</tr>
<tr>
<td>Self Reliance</td>
<td>Students should research using primary and secondary resources, enabling them to come to a considered interpretation of historical events</td>
<td>High</td>
</tr>
<tr>
<td>Engaged Citizenship</td>
<td>Students will through discussion develop a context for their engagement with international relations.</td>
<td>High</td>
</tr>
<tr>
<td>Social Responsibility</td>
<td>Students come to appreciate the importance of concepts such as democracy, racial equality and liberty</td>
<td>Medium</td>
</tr>
</tbody>
</table>

Learning Task and Assessment:
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<table>
<thead>
<tr>
<th>Learning Outcomes Assessed</th>
<th>Assessment Task</th>
<th>Assessment Type</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>K3, S4, A2</td>
<td>Library research, textual analysis, oral presentation skills and writing skills.</td>
<td>Group Tutorial Presentation and paper</td>
<td>30-35%</td>
</tr>
<tr>
<td>K4, K5, S3, A3</td>
<td>Research through reading of primary and secondary sources, development of an argument in written form supported by evidence provided in references and bibliography.</td>
<td>Essay</td>
<td>25-30%</td>
</tr>
<tr>
<td>K1, K2, K5, S1, A1</td>
<td>Analysis of lectures, library research, digesting of tutorial discussions, understanding key events, people and themes.</td>
<td>Test</td>
<td>25-30%</td>
</tr>
<tr>
<td>K3, K6, S2, A1</td>
<td>Engagement with critical readings and issues discussed in tutorials each week, active involvement with current issues through the media</td>
<td>Lead Tutorial discussion and present summary statement</td>
<td>10-15%</td>
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</tbody>
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Adopted Reference Style:

Chicago