



CHRISTIAN HERITAGE COLLEGE

**HT213**

**SOCIAL AND POLITICAL MOVEMENTS  
IN THE MODERN WORLD**

This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.

<b>Unit code</b>	HT213								
<b>Unit name</b>	Social and Political Movements in the Modern World								
<b>Associated higher education awards</b>	Bachelor of Education (Secondary) Bachelor of Arts/Bachelor of Education (Secondary)								
<b>Duration</b>	One semester								
<b>Level</b>	AQF Level 7								
<b>Core/elective</b>	Elective								
<b>Weighting</b>	Unit credit points: 10 Course credit points: 320 - Bachelor of Education (Secondary) 320 - Bachelor of Arts/Bachelor of Education (Secondary)								
<b>Delivery mode</b>	On campus								
<b>Student workload</b>	<p><i>On campus</i></p> <table> <tr> <td>Contact hours</td> <td>30 hours</td> </tr> <tr> <td>Reading, study, preparation</td> <td>50 hours</td> </tr> <tr> <td>Assignment preparation</td> <td>70 hours</td> </tr> <tr> <td><b>TOTAL</b></td> <td><b>150 hours</b></td> </tr> </table> <p>Students requiring additional English language support are expected to undertake an additional one hour per week.</p>	Contact hours	30 hours	Reading, study, preparation	50 hours	Assignment preparation	70 hours	<b>TOTAL</b>	<b>150 hours</b>
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<b>Prerequisites/ co-requisites/ restrictions</b>	20 credit points of 100-level History units.								
<b>Rationale</b>	<p><b><i>Enduring Understanding:</i></b></p> <p><b>Students will understand how social and political movements have formed and shaped the creation of global culture in the contemporary modern world.</b></p> <p>Drawing on contemporary sociological analysis, this unit critically explores the participation, organisation and outcomes of contemporary and historical social and political movements in the modern world. Social and political movements such as gender, human rights, liberation theology and environmental movements have had a significant impact upon the politics of advanced industrialised nations. Drawing on both 21<sup>st</sup> and late 20<sup>th</sup> century examples, and through the application of major theories and concepts, the links between societal, political and cultural frameworks that shape movements for change will be investigated. A range of historical and contemporary movements including the American and Australian civil rights, environmental, gender, and modern economic movements (anti-globalisation /occupy) will be investigated. As each movement is investigated, a range of historical and contemporary Christian worldviews are discussed.</p>								

<b>Learning delivery process</b>	<p><b>On campus mode:</b></p> <p>Interactive engagement through face-to face lectures and access to all on-line resources:</p> <ul style="list-style-type: none"> <li>• Weekly lecture.</li> <li>• Weekly tutorial.</li> </ul> <p>Plus on-line resources (see below).</p> <p><i>On-line resources</i></p> <ul style="list-style-type: none"> <li>• CHC learning portal (Moodle™): <ul style="list-style-type: none"> <li>– weekly lecture (Lecture video capture, PowerPoint presentation and resources);</li> <li>– weekly readings;</li> <li>– study guides; and</li> <li>– assessment guides.</li> </ul> </li> <li>• Collaborative forums: Student forums and News forum.</li> <li>• Video conferencing (external students only).</li> <li>• Turnitin assessment and feedback tool.</li> </ul> <p>All unit outlines are reviewed prior to the offering of the unit to take account of student and lecturer feedback.</p>															
<b>Content</b>	<ol style="list-style-type: none"> <li>1. Theories of social change in history (eg social movement theories such as structural functionalism, conflict theory, symbolic interactionism)</li> <li>2. Voices from ‘the South’: liberation theology in historical and cultural contexts</li> <li>3. The Women’s Movement: from suffragettes to post-war feminist movements</li> <li>4. The protest cycle of the 1960s (civil rights and anti-war movements)</li> <li>5. Environmental Movements since the 1960s</li> <li>6. Anti-globalisation and occupy movements</li> <li>7. Global Movements for Social Justice</li> </ol>															
<b>Learning outcomes</b>	<p>On completion of this unit, pre-service teachers will have provided evidence that they have:</p> <table border="1" data-bbox="403 1406 1444 2004"> <thead> <tr> <th></th> <th style="text-align: center;"><i>Graduate Teacher Standards</i></th> <th style="text-align: center;"><i>Graduate Attributes</i></th> </tr> </thead> <tbody> <tr> <td>1. Described in a broad and coherent manner key social and political movements that have shaped the modern world;</td> <td style="text-align: center;">2.1</td> <td style="text-align: center;">1, 3, 4, 6</td> </tr> <tr> <td>2. Developed understanding of the underlying principles and concepts inherent in historical social and political movements that have shaped the modern world;</td> <td style="text-align: center;">2.1</td> <td style="text-align: center;">1, 3, 4</td> </tr> <tr> <td>3. Demonstrated the ability to analyse and evaluate historical documents in their historical context;</td> <td style="text-align: center;">2.1</td> <td style="text-align: center;">1, 3, 4, 6</td> </tr> <tr> <td>4. Argued, using critical thinking and judgement, for or against an historical perspective, using appropriate documentation;</td> <td style="text-align: center;">2.1</td> <td style="text-align: center;">1, 3, 4, 6</td> </tr> </tbody> </table>		<i>Graduate Teacher Standards</i>	<i>Graduate Attributes</i>	1. Described in a broad and coherent manner key social and political movements that have shaped the modern world;	2.1	1, 3, 4, 6	2. Developed understanding of the underlying principles and concepts inherent in historical social and political movements that have shaped the modern world;	2.1	1, 3, 4	3. Demonstrated the ability to analyse and evaluate historical documents in their historical context;	2.1	1, 3, 4, 6	4. Argued, using critical thinking and judgement, for or against an historical perspective, using appropriate documentation;	2.1	1, 3, 4, 6
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		<i>Graduate Teacher Standards</i>	<i>Graduate Attributes</i>
	5. Justified appropriate historical arguments that are appropriate to aspects of modern world history, including from Christ centred biblical based perspectives; and	2.1	1, 3, 4, 6
	6. communicated at an appropriate tertiary standard, with special attention to design elements, grammar usage, logical relations, style, referencing and presentation.		6
<b>Assessment tasks</b>	<p><b>Task 1: Document studies</b></p> <p>Submission of 3 document studies that evaluate the document(s) provided in the context of their social and/or political movement.</p> <p>Word Length/Duration: 1,500 (500 words each for submission)</p> <p>Learning Outcomes: 1-6</p> <p>Weighting: 30% (10% each submission)</p> <p>Assessed: Week 3, 6, 9</p> <p><b>Task 2: Photo Essay</b></p> <p>A photo essay (min 4 photos; max 6 photos) with explanatory captions that explores the aims, membership and outcomes of a social or political movement.</p> <p>Word Length/Duration: 1,000 words</p> <p>Weighting: 30%</p> <p>Learning Outcomes: 1-6</p> <p>Assessed: Week 10</p> <p><b>Task 3: Research Essay</b></p> <p>Theories of social change often overlap. Choose one theorist from the various schools discussed and show how their ideas connect to all three areas of social movement theory. Choose one social or political movement from history discussed in this unit (must be different Task 2) and analyse the history of that movement from the perspective of your chosen school of thought. Evaluate this movement in the light of a Christian framework.</p> <p>Word Length/Duration: 2,000 words</p> <p>Weighting: 40%</p> <p>Learning Outcomes: 1-6</p> <p>Assessed: Week 14</p>		
<b>Assessment alignment</b>	<i>Assessment Task</i>	<i>Learning Outcome</i>	<i>Graduate Teacher Standards</i>
	1	1-6	2.1
	2	1-6	2.1
	3	1-6	2.1

<b>Prescribed text(s)</b>	<p>Nil.</p> <p>Selected readings will be available via the Moodle™ site for this unit.</p>
<b>Recommended readings</b>	<p>Berger, S. &amp; Nehring, H. (eds). (2017). <i>The history of social movements in global perspective</i>. London: Palgrave Macmillan UK.</p> <p>Carl, J.D. et al (2010). <i>Think Sociology</i>. Frenchs Forest, NSW: Pearson.</p> <p>Goodwin, J. and Jasper, J. (2015). <i>The social movements reader</i>. (3rd ed.) Chichester, England: Wiley-Blackwell.</p> <p>Hamilton, C. (2016). <i>What do we want! The story of protest in Australia</i>. Canberra: National Library of Australia Publishing.</p> <p>Hoepper, B, Hennessey, J, Barry, C, Slavin, R., Ackerman, S., Avery, M., Du Rand, S., Lawrence, P., Leo, R., Ogden, T., Sampson, K. &amp; Sloper, A. (in press). <i>Senior modern history for Queensland</i>. Sydney: Cambridge University Press.</p> <p>Hutton, D. &amp; Connors, L. (1999). <i>A history of the Australian environment movement</i>. Cambridge: Melbourne.</p> <p>Klein, N. (2014). <i>This changes everything: Capitalism vs the climate</i>. New York: Simon &amp; Schuster Paperbacks</p> <p>Lowe, K. (2017). <i>The fear and the freedom: How the Second World War changed us</i>. London: Viking/Penguin.</p> <p>McIntosh, A. &amp; Carmichael, M. (2016). <i>Spiritual Activism: leadership as service</i>. Cambridge: Green Books.</p> <p>Moyer, B. with McAllister, J., Finley, M.L. &amp; Soifer, S. (2001). <i>Doing democracy: The MAP model for organizing social movements</i>. Canada: New Society Publishers.</p> <p>Pinker, S. (2012). <i>The better angels of our nature: a history of violence and humanity</i>. London, England: Penguin Books.</p> <p>Ricketts, A. (2012). <i>The activists' handbook: A step-by-step guide to participatory democracy</i>. London: Zed Books.</p> <p>Staggenborg, S. (2016). <i>Social movements</i>. (2<sup>nd</sup> ed.) Oxford: Oxford University Press.</p> <p>In addition to the resources above, students should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV 2011) or The Holy Bible: New King James Version (NKJV).</p> <p>These and other translations may be accessed free on-line at <a href="http://www.biblegateway.com">http://www.biblegateway.com</a>. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.</p>
<b>Specialist resource requirements</b>	<p>Nil.</p>