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| Title of the subject: Introduction to Australia | Credit value: 4 |
| Category of the subject: optional  |
| Extent of the theoretical or practical nature of the subject, "*educational character*"[[1]](#footnote-1): practical 100% (credit%) |
| Type of the class: sem. and number of classes: 26 lessons in the given semester,(*if the subject is (partially) taught in any language other than Hungarian, then the language*: *English)*Further (*specific*) forms, characteristics[[2]](#footnote-2) of the transfer of the given knowledge:  |
| Form of testing: pract. markFurther (*specific*) forms to be applied in [[3]](#footnote-3) knowledge testing*(if any)*: …………………….. |
| Position of the subject in the curriculum (number of the semester): 6th |
| Required preliminary studies *(if any)*:BBNAN00900 |

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| Description of the subject: the brief, still informative description of the knowledge to be attained |
| The course will be structured around two main modules. In the first half of the semester there will be a brief overview of Australia’s history and geography, the aim of which is not to list a plethora of dates and events, but attempt to grasp phenomena bearing significant relevance in our century and without the knowledge of which one could not understand today’s Australia. Subsequently this historical overview module will cover Australia’s political (Constitution, relationship between States and the Federation, Government, Houses of Parliament, political parties, elections, etc.) and legal structure, with specific emphasis on current issues, such as the Constitutional Monarchy vs Republic debate and Indigenous rights. Module two will build on this background and incorporate fields such as Australia’s economy, education, religion, society, culture, sports and the environment. Modern Australia and its relationship with the rest of the world will also be overviewed. The course being a seminar, classes will be built around active discussions. Readings/homework will be assigned in order for the students to be warmed-up and theoretically prepared for the lessons. Random short tests and a mid-term test will be used to gauge progress.  |
| List of the most important 2–5 pieces of *required* and *recommended* literature (lecture notes, handbooks) with bibliographical details (author, title, edition information (or specific pages), ISBN) |
| Compulsory Literature:West, Barbara A.; Murphy, Frances T. *A Brief History of Australia*. Facts on File, 2010.ISBN 978-0-8160-7885-1 Recommended Literature:Welsh, Frank. *Great Southern Land: A New History of Australia.* Penguin, 2005. ISBN 13: [9780713994506](https://www.abebooks.com/products/isbn/9780713994506/15170915590)*The Cambridge History of Australia. Volume 1: Indigenous and Colonial Australia,* ed. Alison Bashford and Stuart Macintyre, CUP, 2013 ISBN-13: 9781107011557*The Cambridge History of Australia. Volume 2: The Commonwealth of Australia,* ed. Alison Bashford and Stuart Macintyre, CUP, 2013 ISBN-13: 9781107011557 |

1. Determination of the educational character, value expressed in credit%: knowledge contents, nature of the competences to be attained *(see description of the subject),* by comparing, evaluating the form of knowledge transfer and form of testing in a combined, complex manner. [↑](#footnote-ref-1)
2. e.g. case discussions, role play, thematic presentations, etc. [↑](#footnote-ref-2)
3. e.g. hand-in assignments, such as case studies, elaboration of specific topics, compositions, essays, business and organizational plans, etc. [↑](#footnote-ref-3)