

ART101 Understanding Your World: Introduction to HASS Theory

School: School of Law and Society

2026 | Trimester 1

UniSC Sunshine Coast
UniSC Moreton Bay

**BLENDED
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

Online

ONLINE

You can do this course without coming onto campus, unless your program has specified a mandatory onsite requirement.

Please go to usc.edu.au for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

This course introduces students to some of the most important, urgent, and challenging questions being addressed in Humanities, Arts and Social Sciences (HASS) in the 21st century, and encourages students to approach their HASS journey with an enquiring, critical, and open mind. HASS offers a range of theories, methods and philosophies that can help us understand and adapt to constantly changing global and professional settings. This course equips students with intellectual scaffolding for application during and after their degree, including covering topics such as types of knowledge and ways of thinking, types of power and control, and positionality and identity. The theories explored in this course will inform students' progression through their chosen disciplines, and establish a common conceptual framework across HASS.

1.2. How will this course be delivered?

| ACTIVITY | HOURS | BEGINNING WEEK | FREQUENCY |
|---|-------|----------------|-----------|
| BLENDED LEARNING | | | |
| Learning materials – Online learning materials (e.g. videos, readings, activities, discussion board) | 1hr | Week 1 | 12 times |
| Tutorial/Workshop 1 – Weekly in-person tutorial/workshop | 2hrs | Week 1 | 12 times |
| ONLINE | | | |
| Learning materials – Online learning materials (e.g. videos, readings, activities, discussion board) | 1hr | Week 1 | 12 times |
| Tutorial/Workshop 1 – Weekly online tutorial/workshop | 2hrs | Week 1 | 12 times |

1.3. Course Topics

Types of Knowledge and Ways of Thinking

- Disciplinarity, inter/trans/multidisciplinarity
- Tangible and intangible values / meanings
- Different types and structures of knowledge
- Critique and critical thinking
- Indigenous knowledges

Types of Power and Control

- Citizenship, sovereignty, decolonisation
- Bias, prejudice, propaganda and persuasion
- Control of knowledge, censorship, freedom of speech

Positionality, Agency, and Identity

- Autonomy, agency, the 'self', and 'free will'
- Individualism versus collectivism
- Positionality, witness, victim versus survivor
- Self, group and national/collective identity

'Big' Questions in HASS

- What is inequality?
- What does it mean to be human?
- What value do HASS disciplines have in the digital age (and with AI, global inequality, etc)?

2. What level is this course?

100 Level (Introductory)

Engaging with discipline knowledge and skills at foundational level, broad application of knowledge and skills in familiar contexts and with support. Limited or no prerequisites. Normally, associated with the first full-time study year of an undergraduate program.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

| COURSE LEARNING OUTCOMES | | GRADUATE QUALITIES |
|---|--|--|
| On successful completion of this course, you should be able to... | | Completing these tasks successfully will contribute to you becoming... |
| 1 | Recognise and interpret a range of general and discipline-specific humanities approaches, theories and ideas. | Knowledgeable Empowered |
| 2 | Examine the ways humanities disciplines and theoretical concepts can critically inform understandings of our world. | Knowledgeable Creative and critical thinker Empowered Ethical Sustainability-focussed |
| 3 | Recognise and analyse the structure and concepts of academic arguments and theories, and explain these ideas in a clear, concise manner. | Knowledgeable Creative and critical thinker Empowered Engaged Communication |
| 4 | Apply basic skills for humanities research and writing, and communicate research ideas and outcomes in a clear, academically-appropriate manner. | Knowledgeable Creative and critical thinker Empowered Ethical Engaged Communication |

5. Am I eligible to enrol in this course?

Refer to the [UniSC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1. Pre-requisites

Not applicable

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

6.3. Assessment tasks

| DELIVERY MODE | TASK NO. | ASSESSMENT PRODUCT | INDIVIDUAL OR GROUP | WEIGHTING % | WHAT IS THE DURATION / LENGTH? | WHEN SHOULD I SUBMIT? | WHERE SHOULD I SUBMIT IT? |
|---------------|----------|--|---------------------|-------------|--|-----------------------|--|
| All | 1 | Written Piece | Individual | 20% | 3x annotated reading with accompanying 200-word reflection (3 annotated articles and 600-words in total) | Week 4 | Online Assignment Submission with plagiarism check |
| All | 2 | Written Piece | Individual | 30% | Annotated bibliography of 4-5 entries, totalling 1750 words (excluding references). | Week 8 | Online Assignment Submission with plagiarism check |
| All | 3a | Artefact - Creative, and Written Piece | Individual | 35% | A3 poster, with text panels totalling 800 words (excluding references) | Week 11 | Online Assignment Submission with plagiarism check |
| All | 3b | Written Piece | Individual | 15% | 400-word written piece (excluding references, List of Sources) due Friday, second week of Exam Block | Exam Period | Online Assignment Submission with plagiarism check |

All - Assessment Task 1: Annotated Reading and Written Reflection

| | | | |
|------------------------|--|---|----------------------------------|
| GOAL: | To demonstrate an ability to engage in a concise and scholarly manner with course content, workshop/tutorial discussions, and set readings. | | |
| PRODUCT: | Written Piece | | |
| FORMAT: | <p>Students will complete three critical reading exercises with written reflections, totalling 600 words (excluding references), comprising:</p> <ul style="list-style-type: none"> - An annotated reading relating to a Week 2 theme, and 200-word referenced written reflection; - An annotated reading relating to a Week 3 theme, and 200-word referenced written reflection; - An annotated reading relating to a Week 4 theme, and 200-word referenced written reflection. <p>Students will submit all three annotated articles and written reflections no later than Friday of Week 4.</p> <p>The set readings, as well as instructions on annotation and written reflective formatting, will be provided on Canvas at the start of trimester.</p> <p>This task presents an opportunity for students to:</p> <p>Engage with and reflect upon foundational theoretical concepts central to HASS (Humanities, Arts, and Social Sciences) disciplines;</p> <p>Demonstrate an ability to analyse theoretical academic writing;</p> <p>Demonstrate written communication and critical thinking skills; and</p> <p>Demonstrate academic integrity through the accurate and appropriate use of scholarly material, conventions, and acknowledgement of sources (referencing).</p> <p>The written pieces must demonstrate academic integrity, using appropriate academic language and formatting. All sources must be referenced. A reference list must be provided but will not be included in the written piece word count. The referencing style used should be Harvard, APA, or Chicago 17A.</p> | | |
| CRITERIA: | No. | | Learning Outcome assessed |
| | 1 | Breadth and Depth of Knowledge: Demonstrates understanding and analysis of course themes, concepts, and weekly content. | 1 2 3 |
| | 2 | Interpretation: Demonstrates understanding of the relevance of foundational humanities theories and concepts to specific disciplinary practices and settings. | 1 2 |
| | 3 | Communication: demonstrates critically informed and well-structured scholarly written communication. | 3 4 |
| | 4 | Academic Standards: demonstrates academic integrity, is suitably referenced to academic standards, and meets word count expectations. | 3 4 |
| GENERIC SKILLS: | Communication, Organisation, Information literacy | | |

All - Assessment Task 2: Annotated Bibliography

| | | | |
|------------------------|--|---|----------------------------------|
| GOAL: | To demonstrate an ability to deconstruct and explain foundational humanities theories/concepts through the critical analysis of relevant scholarly sources. | | |
| PRODUCT: | Written Piece | | |
| FORMAT: | <p>Students will select a foundational theory covered in course content in Week 2, 3, 4, 5, 6, or 7. Students will then identify 4-5 appropriate academic secondary sources (e.g. journal articles, academic texts) related to this theory, and complete an annotated bibliography that summarises and critically reflects on the contribution each source makes towards that theoretical discourse.</p> <p>More detailed instructions regarding choice of foundational theory and academic sources, as well as the formatting and structure of the annotated bibliography, will be provided on Canvas at the start of trimester.</p> <p>This task presents an opportunity for students to:</p> <ul style="list-style-type: none"> Engage with and reflect upon foundational theoretical concepts central to HASS (Humanities, Arts, and Social Sciences) disciplines; Demonstrate an ability to analyse theoretical academic writing, apply critical thinking and synthesise a range of views relating to a particular concept or idea; Demonstrate written communication and critical thinking skills; and Demonstrate academic integrity through the accurate and appropriate use of scholarly material, conventions, and acknowledgement of sources (referencing). <p>The annotated bibliography must demonstrate academic integrity, using appropriate academic language and formatting. All sources must be referenced. A reference list must be provided but will not be included in the written piece word count. The referencing style used should be Harvard, APA, or Chicago 17A.</p> | | |
| CRITERIA: | No. | | Learning Outcome assessed |
| | 1 | Breadth and Depth of Knowledge: Demonstrates understanding and analysis of course themes, concepts, and weekly content. | 1 3 |
| | 2 | Interpretation: Demonstrates understanding and synthesis of academic arguments and/or critique as they relate to foundational humanities theories/concepts. | 1 3 4 |
| | 3 | Communication: Demonstrates effective and well-structured scholarly written communication. | 3 4 |
| | 4 | Academic Standards: Demonstrates academic integrity, is suitably referenced to academic standards, and meets word count expectations. | 3 4 |
| GENERIC SKILLS: | Communication, Organisation | | |

All - Assessment Task 3a: Research Poster

| | | | |
|------------------------|--|---|----------------------------------|
| GOAL: | To demonstrate an ability to deconstruct, assess and explain foundational humanities theories/concepts in a professional and visually engaging manner. | | |
| PRODUCT: | Artefact - Creative, and Written Piece | | |
| FORMAT: | <p>Students will produce a referenced A3 research poster that explains and explores a foundational theory of relevance to Week 8, 9, 10, or 11 course content/themes. The text panels on the poster should total 800 words, and the poster should include relevant visual elements that support and enhance the written content (e.g. diagrams, maps, images). Cadmus should be used to support your work.</p> <p>After submission of the poster via the Canvas Assignment Portal (no later than Friday, Week 11), all posters will be made available digitally for ART101 students to view. Students will be given the opportunity to view, share and discuss the posters during Week 12 class time.</p> <p>A final assessment task (Task 3b) requires students to write a short (400-word) critical reflection, informed by their own poster submission and their observations of the posters of at least two other ART101 students, on the influence/usefulness of humanities theories and concepts with regards to understanding the wider world.</p> <p>More detailed instructions regarding choice of foundational theory, as well as the formatting, design and structure of the research poster, will be provided on Canvas at the start of trimester.</p> <p>This task presents an opportunity for students to:</p> <ul style="list-style-type: none"> Engage with and reflect upon foundational theoretical concepts central to HASS (Humanities, Arts, and Social Sciences) disciplines; Demonstrate an ability to analyse and synthesise academic arguments and ideas relating to a particular concept or theory; Demonstrate written and visual/graphic communication and presentation skills; and Demonstrate academic integrity through the accurate and appropriate use of scholarly material, conventions, and acknowledgement of sources (referencing). <p>The research poster must demonstrate academic integrity, using appropriate academic language and formatting. All sources must be referenced. A reference list must be provided but will not be included in the written piece word count. The referencing style used should be Harvard, APA, or Chicago 17A.</p> | | |
| CRITERIA: | No. | | Learning Outcome assessed |
| | 1 | Breadth and Depth of Knowledge: Demonstrates understanding and analysis of course themes, concepts, and weekly content. | 1 2 3 |
| | 2 | Interpretation: Demonstrates understanding and synthesis of academic arguments and/or critique as they relate to foundational humanities theories/concepts. | 1 2 3 |
| | 3 | Communication: Demonstrates professional, engaging and well-evidenced scholarly written and visual/graphic communication. | 3 4 |
| | 4 | Academic Standards: Demonstrates academic integrity, is suitably referenced to academic standards, and meets word count expectations. | 3 4 |
| GENERIC SKILLS: | Communication, Problem solving, Organisation, Applying technologies, Information literacy | | |

All - Assessment Task 3b: Short Written Piece

| | | | |
|------------------------|---|---|----------------------------------|
| GOAL: | To demonstrate an ability to articulate and reflect upon the influence and/or usefulness of humanities theories and concepts regarding our understandings of the wider world. | | |
| PRODUCT: | Written Piece | | |
| FORMAT: | <p>Students will write a short (400-word, excluding references) critical reflection on the influence/usefulness of humanities theories and concepts with regards to understanding the wider world. This reflection will be informed by their Task 3a research poster and their observations of at least two other Task 3a poster submissions. Cadmus should be used to support your work.</p> <p>More detailed instructions regarding the formatting and structure of the written reflection will be provided on Canvas at the start of trimester.</p> <p>This task presents an opportunity for students to:</p> <ul style="list-style-type: none"> Engage with and reflect upon foundational theoretical concepts central to HASS (Humanities, Arts, and Social Sciences) disciplines; Demonstrate an ability to reflect upon the influence and usefulness of humanities theories and concepts with regards to critical understandings of the wider world; Demonstrate written communication and critical thinking skills; and Demonstrate academic integrity through the accurate and appropriate use of scholarly material, conventions, and acknowledgement of sources (referencing). <p>The written reflection must demonstrate academic integrity, using appropriate academic language and formatting. All sources must be referenced. A reference list must be provided but will not be included in the written piece word count. The referencing style used should be Harvard, APA, or Chicago 17A.</p> | | |
| CRITERIA: | No. | | Learning Outcome assessed |
| | 1 | Breadth and Depth of Knowledge: Demonstrates understanding and integration of a range of course themes, concepts, and weekly content. | 1 3 |
| | 2 | Interpretation: Demonstrates an ability to critically reflect on the influence and impact of humanities theories/concepts as they relate to our understanding of the wider world. | 1 2 3 4 |
| | 3 | Communication: Demonstrates effective and well-structured scholarly written communication. | 3 4 |
| | 4 | Academic Standards: Demonstrates academic integrity, is suitably referenced to academic standards, and meets word count expectations. | 3 4 |
| GENERIC SKILLS: | Communication, Organisation | | |

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

There are no required/recommended resources for this course.

8.2. Specific requirements

Not applicable

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- (a) The final mark is in the percentage range 47% to 49.4%; and
- (b) The course is graded using the Standard Grading scale

10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:

- (a) One day: deduct 5%;
- (b) Two days: deduct 10%;
- (c) Three days: deduct 20%;
- (d) Four days: deduct 40%;
- (e) Five days: deduct 60%;
- (f) Six days: deduct 80%;
- (g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:

Less than 15 minutes: No penalty
From 15 minutes to 30 minutes: 20% penalty
More than 30 minutes: 100% penalty

10.4. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email safe@usc.edu.au.

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email studentwellbeing@usc.edu.au.

10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email AccessAbility@usc.edu.au or call 07 5430 2890.

10.8. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.9. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.10. General Enquiries

In person:

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au