

HIS140

Global Citizens: A History of Humanity

School: School of Law and Society

2025 | Semester 2

UniSC Sunshine Coast
UniSC Moreton Bay

BLENDED
LEARNING

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

Online

ONLINE

You can do this course without coming onto campus.

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

The history of humanity and our planet is a huge and fascinating topic. In this course you will explore some key themes in global history including changing definitions and experiences of being human, the concept of time, and our changing knowledge about and relationships with our world and each other. This course starts with the creation of our planet 4.5 billion years ago, and ends with a snapshot of life at the beginning of the twenty-first century. The two main academic disciplines you will use are world history and heritage studies.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – You are required to engage and interact with asynchronous materials and activities accessed through Canvas modules and course readings.	1hr	Week 1	13 times
Tutorial/Workshop 1 – A blended learning approach is used to deliver the workshop component of the course. The workshop is synchronous using scheduled tutorials for on campus delivery.	2hrs	Week 1	10 times
ONLINE			
Learning materials – You are required to engage and interact with asynchronous materials and activities accessed through Canvas modules and course readings.	1hr	Week 1	13 times
Tutorial/Workshop 1 – A blended learning approach is used to deliver the workshop component of the course. The workshop is synchronous using scheduled online zoom tutorials.	2hrs	Week 1	10 times

1.3. Course Topics

Global Citizens in Historical Context
Imagined Orders
The Human Web
Human Nature?
Navigating Deep Time Parts 1 and 2
Anthropogenic Change
Violence (and Non-Violence)
Urbanisation Part 1 and 2
The Global Village
The 'Long Future'

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 MAPPING	PROFESSIONAL STANDARD MAPPING *
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Aboriginal and Torres Strait Islander Health Curriculum Framework
1 Apply Big History concepts to the past in order to deepen your sense of Global Citizenship	Knowledgeable Ethical Engaged	1, 2
2 Describe and justify your own arguments about selected topics in world history	Knowledgeable Ethical	1, 2
3 Describe and summarise historical thinking and the wider concepts and practices for viewing history.	Creative and critical thinker Empowered Engaged	1, 2
4 Critically examine definitions of and experiences of humanity across time and in different parts of the world	Knowledgeable Ethical Engaged	1, 2
5 Identify and apply sustainability principles when considering the historical relationship of global citizens to our planet	Ethical Engaged Sustainability-focussed	1, 2
6 Apply appropriate academic conventions in written expression, clarity of argument and referencing	Knowledgeable Empowered	1

* Competencies by Professional Body

CODE	COMPETENCY
ABORIGINAL AND TORRES STRAIT ISLANDER HEALTH CURRICULUM FRAMEWORK	
1	Respect: History of Aboriginal and Torres Strait Islander peoples and the post-colonial experience
2	Respect: Aboriginal and Torres Strait Islander culture, beliefs and practices

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

Timely and detailed feedback is provided for each assessment. Feedback is provided both within text and general comments to build scholarly skills. Students are able to seek feedback through face-to-face discussion with the course coordinator. Tutorials will include extended discussion and review of the assessment task requirements and scope.

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	30%	300 words	Week 3	Online Submission
All	2	Oral	Individual	30%	6 minutes	Week 7	In Class
All	3	Essay	Individual	40%	1500 words	Week 13	Online Assignment Submission with plagiarism check

All - Assessment Task 1: 300 Word Statement with Concept Map

GOAL:	In response to David Christian's statement on 'maps of complexity' create a 'concept map' using Padlet (or similar) and provide a concise statement of no more than 300 words that demonstrates your understanding of this concept.		
PRODUCT:	Written Piece		
FORMAT:	<p>300-word statement in response to the following quotation from David Christian (Week 1 Reading): "However, the spatial and temporal maps of modern science are not the only maps that modern science offers us. Other maps tell different stories. One of the most interesting is the 'map of complexity'. Instead of comparing different objects by their size and age, this compares them by their degree of 'complexity' or 'order'" (Christian, 2003, p. 440). This is a formative assessment so in which you demonstrate how you can link an abstract idea like 'maps of complexity' with your knowledge of history. This means you will work from a graphic representation (concept-map) of complexity 'at work' in the historical context to a short statement demonstrating understanding of the phrase 'maps of complexity'. In preparation for the final assessment (Essay) you need to demonstrate you have a command of academic writing conventions.</p>		
CRITERIA:	No.	Learning Outcome assessed	
	1	Capacity of your concept map to illustrate complexity 'at work'	1 2 6
	2	Clarity of your response to the quotation from David Christian where he introduces the notion of 'maps of complexity'	2 3 4 5
	3	Appropriate use of an historical examples to illustrate the concept 'maps of complexity'	2 6
	4	Identification of and demonstrated use of a minimum of two appropriate academic sources, in addition to David Christian's article	6
	5	Academic referencing & Presentation (including cover sheet)	6
GENERIC SKILLS:	Communication, Organisation, Applying technologies, Information literacy		

All - Assessment Task 2: 'Postcards' from a Heritage 'trip'

GOAL:	Using Pecha-kutcha presentation method (see Canvas assessment 2 for details) link four heritage sites with key world history concepts and being a 'global citizen'.		
PRODUCT:	Oral		
FORMAT:	<p>Goal is to link four Heritage sites with concepts from the Course. In this activity you will use clear concise communication, pecha-kucha style, to share insights into key world history concepts and your place in the world as a global citizen. Your presentation should detail the set of concepts you are focusing on, state how they relate to you as a global citizen; offer historical context and share your passion for humanity's amazing past.</p> <p>Remember: "A Pecha Kucha is not an in-depth analysis of an issue. It is a practice started by designers to help creative people get to the point when they were presenting new architectural designs, for instance. It forces speakers to get to the point, making these presentations much faster paced, and much more evocative than a standard PowerPoint" (Edwards, 2010).</p>		
CRITERIA:	No.	Learning Outcome assessed	
	1	Effectiveness of application of Pecha-Kucha principles in the presentation	1 3
	2	Your ability to link key concepts to your role as a 'global citizen'	1 3 4
	3	Effective statement of key historical relevance of your chosen sites	1 2 5
	4	Engagement of your spoken presentation	1 2 4
GENERIC SKILLS:	Communication, Problem solving, Organisation		

All - Assessment Task 3: Essay

GOAL:	This essay allows you to demonstrate your understanding of the role of a global citizen in the context of world history		
PRODUCT:	Essay		
FORMAT:	<p>Write an essay in response to the following statement:</p> <p>“Global citizenship is as elusive as it is necessary! What is clear is that we need to understand our historical moment as one of crisis and opportunity rooted in our amazing past as a species who evolved in dialogue with the world around us.”</p> <p>The goal is for you to write an academic essay in the third person which demonstrates your understanding of key course themes and your ability to relate these themes to the emergent identity of the ‘global citizen’. In this essay you will need to clearly place ‘global citizenship’ in the context of world history, offering at least one clear historical example to illustrate/support your argument and write in a clear academically appropriate manner, following academic conventions of referencing and style, and to the correct word length.</p>		
CRITERIA:	No.		Learning Outcome assessed
	1	Clarity of your understanding of the role of ‘Global Citizenship’ in its world historical context	1 2 3 4 5
	2	Identification of core ideas illustrated with World History examples	1 4 5 6
	3	Identification of and demonstrated use of at least six appropriate academic sources, in addition to David Christian’s article	1 2 4 6
	4	Academic referencing & Presentation (including cover sheet)	6
GENERIC SKILLS:	Communication, Problem solving, Organisation, Information literacy		

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

N/A

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