

# HIS140 Global Citizens: A History of Humanity

School: School of Law and Society

2026 Trimester 2

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 [unisc.edu.au](http://unisc.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
<b>BLENDED LEARNING</b>			
<b>Learning materials</b> – You are required to engage and interact with asynchronous materials and activities accessed through Canvas modules and course readings.	1hr	Week 1	12 times
<b>Tutorial/Workshop 1</b> – 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
<b>ONLINE</b>			
<b>Learning materials</b> – You are required to engage and interact with asynchronous materials and activities accessed through Canvas modules and course readings.	1hr	Week 1	12 times
<b>Tutorial/Workshop 1</b> – 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

## 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

### 5.5. Microcredential Information

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 12	Online Assignment Submission with plagiarism check

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

<b>GOAL:</b>	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.																			
<b>PRODUCT:</b>	Written Piece																			
<b>AUTHORSHIP STATEMENT:</b>																				
<b>FORMAT:</b>	<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).</p> <p>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>																			
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<b>GENERIC SKILLS:</b>	Communication, Organisation, Applying technologies, Information literacy																			

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

<b>GOAL:</b>	Using Pecha-kutchka presentation method (see Canvas assessment 2 for details) link four heritage sites with key world history concepts and being a 'global citizen'.																
<b>PRODUCT:</b>	Oral																
<b>AUTHORSHIP STATEMENT:</b>																	
<b>FORMAT:</b>	<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>																
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<b>GENERIC SKILLS:</b>	Communication, Problem solving, Organisation																

### All - Assessment Task 3: Essay

<b>GOAL:</b>	This essay allows you to demonstrate your understanding of the role of a global citizen in the context of world history																
<b>PRODUCT:</b>	Essay																
<b>AUTHORSHIP STATEMENT:</b>																	
<b>FORMAT:</b>	<p>Write an essay in response to the following statement:          "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."          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>																
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## 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. 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>

#### 10.5. 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.

#### 10.6. General Enquiries

For course-specific questions, contact your teaching staff or Course Coordinator.

For other enquiries or to access support, please contact Student Central:

- [UniSC Student Central](#)
- [UniSC Adelaide Student Central](#)