UniSC

COURSE OUTLINE

HIS200 Heritage: Australian and Global Contexts

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 explores heritage at global, national, state and local levels, considering the history of the heritage movement, along with specific concepts and debates of continuing relevance today. Students will undertake historical and heritage research and analysis, and will produce a report to Council on a proposed heritage precinct (Bachelor of Urban Design and Town Planning [Hons] students) or a proposal for a local heritage trail (all other students). This course charts the spectrum of heritage from global to local, with emphasis placed on Queensland and the Sunshine Coast and Moreton Bay regions.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – 1 hour non-sequential online activities to be completed before two-hour face-to-face tutorial/workshop.	1hr	Week 1	12 times
Tutorial/Workshop 1 – Two-hour face-to-face workshop/tutorial on campus.	2hrs	Week 2	10 times
ONLINE			
Learning materials – 1 hour non-sequential online activities to be completed before two-hour face-to-face tutorial/workshop.	1hr	Week 1	12 times

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
Tutorial/Workshop 1 – Two-hour workshop/tutorial on Zoom.	2hrs	Week 2	10 times

1.3. Course Topics

The history of 'heritage' as a concept

Theories and policies of heritage conservation (including legislation)

Contentious and difficult heritage

Heritage interpretation

Universal (World) heritage

National (Australian) heritage

State (Queensland) heritage

Local (Sunshine Coast / Moreton Bay) heritage

2. What level is this course?

200 Level (Developing)

Building on and expanding the scope of introductory knowledge and skills, developing breadth or depth and applying knowledge and skills in a new context. May require pre-requisites where discipline specific introductory knowledge or skills is necessary. Normally, undertaken in the second or third full-time year of an undergraduate programs.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES On successful completion of this course, you should be able to...	GRADUATE QUALITIES Completing these tasks successfully will contribute to you becoming...
1 Demonstrate knowledge of the development of heritage concepts and debates at global, national, state and local levels during the 19th, 20th and 21st centuries.	Knowledgeable Creative and critical thinker
2 Demonstrate advanced historical research skills in independent primary and secondary research, including local sources.	Creative and critical thinker Empowered
3 Understand and apply concepts of heritage assessment, interpretation and management.	Ethical Sustainability-focussed
4 Demonstrate an ability to communicate effectively in different forms of thinking, writing and presentation about local history and heritage.	Creative and critical thinker Empowered

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/workshops 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	Quiz/zes	Individual	20%	4 quizzes worth 5 marks each	Refer to Format	Online Submission
All	2	Oral	Individual	35%	15 minutes	Week 9	Online Assignment Submission with plagiarism check
All	3	Report	Individual	45%	2250 words (excluding references, direct quotes, list of sources, and appendices)	Exam Period	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Online Quizzes

GOAL:	To demonstrate knowledge of the development of heritage concepts and debates at global, national, state and local levels during the 19th, 20th and 21st centuries
PRODUCT:	Quiz/zes
FORMAT:	Submit: Weeks 2, 4, 6, 8. Four fortnightly online quiz beginning in Week 2. Students will complete four (4) short online quizzes throughout trimester, in week 2, 4, 6, and 8. Each quiz will be worth five (5) marks and will comprise short answer questions. Quiz content will be drawn from the previous fortnight's online learning materials and set readings. Students may refer to notes and the set readings while undertaking the quizzes, but should not use Google or any generative AI (e.g. ChatGPT). Each quiz will be active for two weeks only; students can complete each quiz at any point during the two-week period it is active.

CRITERIA:	No.		Learning Outcome assessed
	1	Knowledge and understanding of Course material and set readings	1 3 4
	2	Ability to critically analyse and synthesise material into original, concise answers	1 3 4

GENERIC SKILLS:	Communication, Organisation

All - Assessment Task 2: Pre-recorded Presentation

GOAL:	To demonstrate knowledge, advanced historical research skills, apply concepts and communicate these through a concise and informative presentation on the heritage significance of places in the Sunshine Coast or Moreton Bay areas
PRODUCT:	Oral
FORMAT:	Submit: Pre-recorded presentation, Friday of Week 9.
	Students will submit a pre-recorded 15 minute PowerPoint presentation (and accompanying referenced script) on the history and heritage significance of a small selection of places contained within a local region/area.
	Students will be provided with a list of potential places to research on Canvas at the beginning of trimester. Students will select 4-5 places from this list to focus on for the Task 2 presentation.
	Please note: The places chosen for this task (Assessment Task 2) must also be used for Assessment Task 3 Research Project.
	The Pre-recorded Presentation must demonstrate academic integrity, using appropriate academic language and formatting. It should be engaging and professional in tone, well-illustrated, and referenced (images, quotes and ideas from primary and secondary sources should be referenced on the slides, with a reference list provided at the end of the Powerpoint, as well as a referenced script).
	The referencing style used should be Harvard, APA, or Chicago 17A.
	Note: The pre-recorded presentation must include 'presenter view' (i.e. vision of you doing the presentation). More information on this will be provided on Canvas.
	Students are required to submit: the pre-recorded presentation, and a referenced written script.

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	Demonstrates comprehensive and appropriate research, including effective use of primary evidence and local sources.	① ②
	2	Suitably assesses and explains the historic and cultural heritage significance of set local heritage places, using relevant heritage criteria.	① ③ ④
	3	Demonstrates effective and well-structured scholarly oral communication, progressing towards an original argument.	④
	4	Demonstrates academic integrity, with suitably referenced presentation and script to appropriate academic standards, and delivered within the time limit.	② ④

GENERIC SKILLS:	Communication, Problem solving, Organisation, Information literacy

All - Assessment Task 3: Research Project

GOAL:	To demonstrate knowledge, advanced historical research skills, apply concepts and communicate these through a report or proposal for a heritage precinct or trail in the Sunshine Coast or Moreton Bay region.
PRODUCT:	Report

FORMAT:	2250 word report to Council on a proposed heritage precinct in the Sunshine Coast or Moreton Bay region (Bachelor of Regional and Urban Planning students only). OR 2250 word proposal for a heritage trail in the Sunshine Coast or Moreton Bay region (all other students). Bachelor of Regional and Urban Planning Students ONLY: Using the same area/region chosen for Assessment Task 2 (above), students will produce a 2250 word report for Council that considers the potential of the area/region as a heritage precinct. The report should include: An introduction to the proposal and its aims (executive summary); A concise history and description of the area/region and identified heritage places (including photos and maps where appropriate); A brief explanation of what heritage is (general concepts) and why it's important for present and future generations; A brief explanation of the heritage legislation and planning contexts applicable to the area/region (including a summary of the Council's management of heritage in the Planning Scheme); A brief explanation of what heritage precincts are and why they are beneficial (using real-world examples/secondary sources to support this); and Recommendations for the creation of a heritage precinct in the researched area/region, including: Boundaries for the precinct, key heritage places within the precinct, methods for promoting/showcasing this precinct for locals and visitors, and a discussion of the potential benefits and challenges this precinct might have for the Council and community. All other students: Using the same area/region chosen for Assessment Task 2 (above), students will produce a 2250 word proposal for a heritage trail in the area/region. The proposal should include: An introduction to the proposal and its aims (executive summary); A concise history and description of the area/region and identified heritage places (including photos, maps, evidence from primary sources, etc.); A brief explanation of what heritage is (general concepts) and why it's important for present and future generations; A brief explanation of the heritage legislation applicable to the area/region (and related principles of heritage conservation and interpretation); A brief explanation of what heritage trails are and why they are beneficial (using real-world examples/secondary sources to support this); and A proposal for the creation of a heritage trail in the researched area/region, including: Recommendations for the format of the trail (e.g. paper pamphlet, booklet, website, mobile phone app), an explanation of why this format was chosen, an explanation of target audience for trail, and proposed path of the trail and key heritage places along it. ALL STUDENTS PLEASE NOTE: The report/proposal should build upon and extend the research/findings presented for Assessment Task 2, rather than simply repeating or duplicating material from Task 2. The report/proposal must demonstrate academic integrity, using appropriate academic language and formatting. All primary sources must be referenced and, if using images, labelled. All secondary sources must be scholarly in nature, with referencing for direct quotes, indirect (paraphrased) quotes/ideas, and any historical information located during research for this project. A reference list must be provided at the end of the document, but will not be included in the report/proposal word count. Appendices can be used sparingly, but will not be included in the report/proposal word count. The referencing style used should be Harvard, APA, or Chicago 17A.

CRITERIA:	No.		Learning Outcome assessed
	1	Demonstrates an advanced understanding of the benefits and limitations of heritage conservation that effectively incorporates suitable course concepts and themes.	① ③ ④
	2	Demonstrates comprehensive and appropriate historical research, including effective use of primary evidence, local sources, and scholarly secondary sources.	② ④
	3	Suitably incorporates heritage concepts and conservation approaches, and (in the case of Planning students) Council schemes/policies to justify recommendations.	① ③ ④
	4	Demonstrates effective, well-structured, and suitably referenced written communication that meets word count expectations and academic integrity standards.	② ④
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

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 or using the SafeZone app. For general enquires contact the SafeUniSC team by phone 07 5456 3864 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 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