COURSE OUTLINE

HIS200 Heritage: Australian and Global Contexts

School: School of Law and Society

2023 | Semester 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.

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	13 times
Tutorial/Workshop 1 – Two-hour face-to-face workshop/tutorial on campus.	2hrs	Week 1	13 times
ONLINE			
Learning materials – 1 hour non-sequential online activities to be completed before two-hour face-to-face tutorial/workshop.	1hr	Week 1	13 times

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
Tutorial/Workshop 1 – Two-hour workshop/tutorial on Zoom.	2hrs	Week 1	13 times

1.3. Course Topics

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	Refer to Format	In Class
All	3	Report	Individual	45%	2250 words	Exam Period	Online Submission

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 semester, in week 2, 4, 6, and 8. Each quiz will be worth five (5) marks and will contain a combination of multiple-choice and short answer questions. Quiz content will be drawn from the previous fortnight's lectures and set readings. Students may refer to lecture notes and the set readings while undertaking the quizzes. 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, lectures and tutorial readings	1 2 3 4
2	Ability to critically analyse and synthesise material in answers	1 2 3 4

GENERIC SKILLS:	

All - Assessment Task 2: Oral 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 sites in a proposed heritage precinct or trail
PRODUCT:	Oral
FORMAT:	Submit: Week 9, 10, or 11. Students will deliver a 15 minute PowerPoint presentation to the class on the history and heritage significance of a small selection of sites contained within a local region/area. Students will be provided with a list of potential regions/areas (each region/area containing 3+ individual places) in the Week 1 Lecture. The list will also be uploaded on Canvas. Students are to choose one region/area for their research. The sites identified within the chosen area will be the focus of your presentation. The presentation should be engaging and professional in tone, be well illustrated and referenced (Harvard or Chicago 16A), and follow a logical structure. Presentations should incorporate primary evidence (historical sources) where appropriate. While creative presentations are encouraged, all students should ensure their presentations include: • An introduction to the area/region being researched, including a general history and description, • A brief explanation of what local history research has been undertaken (archives, site visits, etc.), • Detailed histories and descriptions (including photographs and other audio-visual materials where appropriate) of the specific sites being researched, and • Assessments of the possible local or state heritage significance of the sites (with reference to the Queensland Heritage Act 1992 significance criteria). • A list of sources/bibliography slide. Please note: The region/area and correlating sites chosen for this task (Assessment Task 2) must also be used for Assessment Task 3 Research Project
CRITERIA:	

No.		Learning Outcome assessed
1	Ability to present the research in a lively and engaging manner.	4
2	Extent and relevance of research, including primary evidence and local sources.	1 2 3 4
3	Ability to explain the historic and cultural heritage significance of the area and sites.	1 2 3 4
4	Ability to reference appropriately and adhere to the time limit.	4

GENERIC SKILLS:	

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 executive summary, A concise history and description of the area/region and identified heritage sites (including photos and maps where appropriate), An 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 sites within the precinct and 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 sites (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 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, and an explanation of target audience for trail, and proposed path of the trail and key sites along it. ALL STUDENTS PLEASE NOTE: The report/proposal should be referenced (Harvard, APA, or Chicago 16A footnotes) and include a bibliography/list of references. Appendices can be used sparingly if necessary. References, bibliography and appendices will not count towards the 2250 word limit. The proposal should build on and extend the research/findings presented for Assessment Task 2, rather than simply repeating or duplicating material from Task 2.
CRITERIA:	

No.		Learning Outcome assessed
1	Ability to present a rationale for heritage conservation for present and future generations.	1 2 3 4
2	Extent and relevance of the research, including primary (local) sources.	1 2 3 4
3	Ability to use appropriate evidence, heritage concepts and (in the case of Planning Students) Council schemes/policies to justify recommendations.	1 2 3 4
4	Ability to write clearly, accurately and to the set word limit. Appropriate referencing and document presentation.	4

GENERIC SKILLS:	

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

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

The final mark is in the percentage range 47% to 49.4%
The course is graded using the Standard Grading scale
You have not failed an assessment task in the course due to academic misconduct

10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:
- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

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