

# HIS201 The uses and abuses of history

School: School of Law and Society

2024 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](http://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 past is present, everywhere: historians, politicians, museum curators, journalists and internet commentators all provide different versions of it. Historical events are constantly remembered, celebrated, reimagined, trivialised, repressed and forgotten. This influences communities' and individuals' values, identities, beliefs and practices. This course analyses and explores how major historical events have been appropriated, contested and denied for political, cultural and economic gain, and encourages students to reflect on the crucial role historians can play.

### 1.2. How will this course be delivered?

| ACTIVITY   | HOURS | BEGINNING WEEK | FREQUENCY |
|--|-------|----------------|-----------|
| <b>BLENDED LEARNING</b>  |       |                |           |
| <b>Learning materials</b> – 1 hour non-sequential online materials               | 1hr   | Week 1         | 13 times  |
| <b>Tutorial/Workshop 1</b> – On campus face-to-face two hour seminar / workshop. | 2hrs  | Week 1         | 13 times  |
| <b>ONLINE</b>  |       |                |           |
| <b>Learning materials</b> – 1 hour non-sequential online materials.              | 1hr   | Week 1         | 13 times  |
| <b>Tutorial/Workshop 1</b> – Zoom two hour seminar / workshop.                   | 2hrs  | Week 1         | 13 times  |

### 1.3. Course Topics

Historians and historical practice

Mis-use and misunderstandings of history in medieval and Early Modern period

Mis-use and misunderstandings of history in 19<sup>th</sup> to 21<sup>st</sup> centuries

Conspiracy theories, historical revision and historical denial

## 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   | GRADUATE QUALITIES   |
|--|--|
| On successful completion of this course, you should be able to...  | Completing these tasks successfully will contribute to you becoming... |
| 1 Critically reflect on crucial events in history and their relevance to the present   | Knowledgeable<br>Creative and critical thinker                         |
| 2 Identify and argue how different interpretations of past events might influence current ideologies and political practices | Creative and critical thinker<br>Empowered                             |
| 3 Evaluate and explore the role professional historians can play in increasingly digital and global societies                | Empowered<br>Engaged   |
| 4 Communicate clearly and effectively the critical issues of historical practice in oral and written formats                 | Empowered<br>Engaged   |

## 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)

You will have a demonstrated knowledge of historical practice which includes: experience with primary and secondary sources; historical analysis and interpretation; some basic knowledge of different historical approaches; content knowledge from focused studies in national and global histories.

## 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        | Essay              | Individual          | 25%         | 1250 words                             | Week 4                | Online Assignment Submission with plagiarism check |
| All           | 2        | Oral               | Individual          | 30%         | 6 minutes, with 2 minutes of questions | Refer to Format       | In Class   |
| All           | 3        | Essay              | Individual          | 45%         | 2250 words                             | Exam Period           | Online Assignment Submission with plagiarism check |

All - Assessment Task 1: Short Essay

|                  |   |  |
|------------------|---|--|
| <b>GOAL:</b>     | To develop a critical reflection, supported with appropriate academic research, of the ways that ideas about history have evolved over time and have influenced contemporary societies.   |  |
| <b>PRODUCT:</b>  | Essay   |  |
| <b>FORMAT:</b>   | <p>A critical reflection, using 1 historical event, on ONE of the set 'aphorisms' or 'sayings' relating to history (Please refer to Canvas for list of sayings).</p> <p>Students must choose one of the sayings (see Canvas), and use one historical event or example (students are encouraged to come up with their own historical event or example, though they can ask the Coordinator/Tutor for suggestions), that supports a discussion of the saying. In developing their ideas for the essay's argument, students should consider:</p> <ul style="list-style-type: none"> <li>• How accurate or correct or 'true' is the quote/aphorism in reference to history (and the 'doing' of history: researching, writing and learning)?</li> <li>• What event or example from history best demonstrates this, and why?</li> </ul> <p>In the essay students should:</p> <ul style="list-style-type: none"> <li>• Offer a brief explanation of the chosen quote/aphorism (what does the quote mean, who is generally understood to have said it, and in what context?);</li> <li>• Develop a critical argument about its relevance or irrelevance to our understanding of history and the relevance of history to contemporary society;</li> <li>• Use one historical event/example to support the discussion.</li> </ul> <p>This essay must be written using appropriate academic language and formatting, and must include references (in-text or footnotes) and a list of sources/bibliography. The referencing style used should be Harvard, APA, or Chicago 16A (Footnotes).</p> <p>Footnotes, direct quotes, and list of sources/bibliography will not be included in the word count.</p> |  |
| <b>CRITERIA:</b> | <b>No.</b>  | <b>Learning Outcome assessed</b>   |
|                  | 1   | The extent to which appropriate historic events are identified and used to illustrate how ideas about history have evolved over time. <span style="float: right;">1 2 3 4</span>                 |
|                  | 2   | The ability to research and critically reflect, using at least 10-15 relevant academic sources, on the influence of history in contemporary societies <span style="float: right;">1 2 3 4</span> |
|                  | 3   | The ability to communicate effectively in writing, with correct formatting and referencing <span style="float: right;">4</span>  |
|                  | 4   | Originality <span style="float: right;">1 2 3 4</span>   |

**All - Assessment Task 2:** Oral Presentation

|                  |  |                                  |
|------------------|--|----------------------------------|
| <b>GOAL:</b>     | To effectively communicate a well-researched argument about the evolving understandings and different perspectives of a controversial historical event.  |                                  |
| <b>PRODUCT:</b>  | Oral   |                                  |
| <b>FORMAT:</b>   | <p>In-class presentations in Week 9, 10, 11 and 12.</p> <p>Conduct initial research on the different historical perspectives of ONE controversial historical event (Please refer to Canvas for list of events to be chosen from).</p> <p>Note: The historical event chosen for this task will also be used in Task 3.</p> <p>In an 8 minute (6 minutes content, 2 minutes questions) presentation, explain how and why these different historical interpretations/perspectives have emerged relating to the controversial event.</p> <p>The presentation should focus on the following (not necessarily in this order):</p> <ul style="list-style-type: none"> <li>- the actual, known, proven facts about the event;</li> <li>- the methods used by historians to conduct research and develop interpretations of the event;</li> <li>- the different interpretations of the event and why they matter;</li> </ul> <p>The presentation should be accompanied by a PowerPoint that includes references and a list of sources.</p> <p>The presentation should be engaging and professional in tone, be well illustrated and referenced (Harvard, APA or Chicago 16A), and follow a logical structure. Presentations should incorporate primary evidence (historical sources) where appropriate.</p> |                                  |
| <b>CRITERIA:</b> | <b>No.</b>   | <b>Learning Outcome assessed</b> |
|                  | 1 Ability to present your argument clearly and effectively, and within the time limit  | 4                                |
|                  | 2 The quality and originality of your argument, supported with at least 15 relevant academic sources   | 1 2 3                            |
|                  | 3 The ability to reflect critically on the role of history and historians in contemporary societies  | 1 2 3                            |
|                  | 4 Ability to respond clearly and effectively to your classmate's questions   | 1 2 3                            |

### All - Assessment Task 3: Major Essay

| <b>GOAL:</b>     | To demonstrate your ability to develop a critical analysis of two controversial historical events (and of the different memories, interpretations and historical accounts of the event[s] over time).  |                           |  |                           |   |  |         |   |   |         |   |  |         |   |   |   |   |             |         |
|------------------|--|---------------------------|--|---------------------------|---|--|---------|---|---|---------|---|--|---------|---|---|---|---|-------------|---------|
| <b>PRODUCT:</b>  | Essay  |                           |  |                           |   |  |         |   |   |         |   |  |         |   |   |   |   |             |         |
| <b>FORMAT:</b>   | <p>Long essay of 2250 words in which an argument is constructed about the complex, contradictory, important and/or flawed processes of researching, writing, using and/or applying history.</p> <p>Students are to select a second controversial historical event (Please refer to list of possible options on Canvas) and conduct research in order to explain how and why different historical interpretations/perspectives have emerged. In choosing their second event, students should consider how this might match or contrast with the first event researched for Task 2.</p> <p>Using this research, and that conducted on the first controversial historical event chosen for Task 2, students will build upon their critical reflections and ideas to formulate an argument.</p> <p>Students should consider how the two historical events have been interpreted, celebrated, repressed, forgotten, or reinvented. By whom? For what purpose? What does this suggest about the processes of researching, writing and using history?</p> <p>Analysis should include:</p> <ul style="list-style-type: none"><li>• Research and consideration of historical secondary sources (academic studies);</li><li>• Research and consideration of relevant primary sources;</li><li>• Critical analysis of how the historical events are remembered or forgotten outside of academia (for instance in media and political discourse, in popular culture, or in artistic works and events).</li></ul> <p>Note: While Task 3 is directly related to Task 2, students are expected to show significant NEW and RELEVANT research and critical analysis in their Task 3 Major Essay.</p> <p>The essay must be written using appropriate academic language and formatting, and must include references (citations/footnotes) and a List of Sources (or Bibliography). The referencing style used should be Harvard, APA, or Chicago 16A (Footnotes). Direct quotes, footnotes/in-text citations, and the List of Sources/Bibliography will not be included in the word count.</p> |                           |  |                           |   |  |         |   |   |         |   |  |         |   |   |   |   |             |         |
| <b>CRITERIA:</b> | <table border="1"><thead><tr><th>No.</th><th></th><th>Learning Outcome assessed</th></tr></thead><tbody><tr><td>1</td><td>Your ability to develop a sound argument, taking into consideration feedback from earlier Tasks, and the further knowledge you have acquired throughout the course</td><td>1 2 3 4</td></tr><tr><td>2</td><td>Your ability to research and critically reflect—using at least 20 relevant academic sources—on crucial events in history and their changing interpretations over time</td><td>1 2 3 4</td></tr><tr><td>3</td><td>Your ability to reflect critically on the role of history and historians in contemporary societies</td><td>1 2 3 4</td></tr><tr><td>4</td><td>Your ability to communicate effectively in writing, with correct formatting and referencing</td><td>4</td></tr><tr><td>5</td><td>Originality</td><td>1 2 3 4</td></tr></tbody></table>  | No.                       |  | Learning Outcome assessed | 1 | Your ability to develop a sound argument, taking into consideration feedback from earlier Tasks, and the further knowledge you have acquired throughout the course | 1 2 3 4 | 2 | Your ability to research and critically reflect—using at least 20 relevant academic sources—on crucial events in history and their changing interpretations over time | 1 2 3 4 | 3 | Your ability to reflect critically on the role of history and historians in contemporary societies | 1 2 3 4 | 4 | Your ability to communicate effectively in writing, with correct formatting and referencing | 4 | 5 | Originality | 1 2 3 4 |
| No.              |  | Learning Outcome assessed |  |                           |   |  |         |   |   |         |   |  |         |   |   |   |   |             |         |
| 1                | Your ability to develop a sound argument, taking into consideration feedback from earlier Tasks, and the further knowledge you have acquired throughout the course   | 1 2 3 4                   |  |                           |   |  |         |   |   |         |   |  |         |   |   |   |   |             |         |
| 2                | Your ability to research and critically reflect—using at least 20 relevant academic sources—on crucial events in history and their changing interpretations over time  | 1 2 3 4                   |  |                           |   |  |         |   |   |         |   |  |         |   |   |   |   |             |         |
| 3                | Your ability to reflect critically on the role of history and historians in contemporary societies   | 1 2 3 4                   |  |                           |   |  |         |   |   |         |   |  |         |   |   |   |   |             |         |
| 4                | Your ability to communicate effectively in writing, with correct formatting and referencing  | 4                         |  |                           |   |  |         |   |   |         |   |  |         |   |   |   |   |             |         |
| 5                | Originality  | 1 2 3 4                   |  |                           |   |  |         |   |   |         |   |  |         |   |   |   |   |             |         |

## 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

Nil

## 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](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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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](mailto:studentcentral@usc.edu.au)