



## COURSE OUTLINE

HIS210

# Explorations in Environmental History

**School:** School of Law and Society

2025 | Semester 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 [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

This course explores the relationship between humans and nature by examining the interactions between natural, social, and political processes across time. The course takes a chronological and thematic approach with a concentration on the Australian environment and explores how history can contribute to understanding current environmental issues.

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

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
Learning materials – Online learning materials	1hr	Week 1	13 times
Tutorial/Workshop 1 – On campus tutorial/workshop - 2 hours	2hrs	Week 2	10 times
<b>ONLINE</b>			
Learning materials – Online learning materials	1hr	Week 1	13 times
Tutorial/Workshop 1 – Online weekly tutorial	2hrs	Week 2	10 times

### 1.3. Course Topics

This course approaches environmental history from an Australian perspective. It touches on topics including but not limited to the following:

- Deep Time
- Aboriginal custodianship of Country
- Human and non-human actors
- 'Natural' disasters
- The slow violence of drought
- The Great Barrier Reef
- The Murray-Darling Basin
- Environmental movements
- Urban environments
- The Anthropocene and climate change

### 1.4. Mature Content

Violence, Coarse Language, Adult themes

## 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...
<p>① Explain and evaluate central themes and concepts in environmental history.</p>	Knowledgeable Creative and critical thinker
<p>② Identify contemporary debates within environmental history literature and apply historical argumentation and professional historical analysis.</p>	Knowledgeable Creative and critical thinker Engaged Information literacy
<p>③ Analyse historical data to inform current environmental issues and policies.</p>	Creative and critical thinker Empowered Problem solving Information literacy
<p>④ Critically analyse topics in Australian environmental history and communicate effectively in both written and oral formats.</p>	Knowledgeable Creative and critical thinker Engaged Sustainability-focussed Communication

## 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	Quiz/zes	Individual	20%	4 x short online quizzes in Weeks 2, 4, 6 and 8.	Throughout teaching period (refer to Format)	Online Test (Quiz)
All	2	Oral and Written Piece	Individual	35%	10 minutes	Throughout teaching period (refer to Format)	Online Assignment Submission with plagiarism check
All	3	Essay	Individual	45%	2250 words	Week 13	Online Assignment Submission with plagiarism check

**All - Assessment Task 1:** Quizzes

<b>GOAL:</b>	To demonstrate knowledge of central themes and concepts in environmental history, including an understanding of contemporary debates in the scholarly literature.	
<b>PRODUCT:</b>	Quiz/zes	
<b>FORMAT:</b>	<p>Submit: Weeks 2, 4, 6, 8. Four fortnightly online quizzes beginning in Week 2. Students will complete four (4) short online quizzes throughout semester, in week 2, 4, 6, and 8.</p> <p>Each quiz will be worth five (5) marks and will predominantly contain short answer questions and some multiple-choice questions on Australian environmental history.</p> <p>Quiz content will be drawn from online learning, tutorial discussions, and set readings from the previous fortnight.</p> <p>Students may refer to learning materials and the set readings while undertaking the quizzes.</p> <p>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.</p> <p>Quiz responses must demonstrate academic integrity, using appropriate academic language and formatting. All primary and secondary sources must be referenced. The referencing style used should be either Harvard, APA, or Chicago 17A.</p>	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1 Breadth and Depth of Knowledge: demonstrates engagement with and understanding of course themes, concepts, theories, and examples discussed in online learning materials, tutorial discussions, and set readings.	1
	2 Interpretation: effectively incorporates and synthesises academic ideas and theories from relevant scholarly secondary sources.	2
	3 Communication: demonstrates effective and well-structured scholarly written communication.	4
	4 Academic Standards: demonstrates academic integrity, is suitably referenced to academic standards, and meets word count expectations.	4
<b>GENERIC SKILLS:</b>	Communication, Problem solving, Information literacy	

**All - Assessment Task 2:** Pre-recorded Case Study Presentation

<b>GOAL:</b>	To demonstrate knowledge of environmental history themes and concepts and advancing research skills connected to a specific Australian case study, communicated as an oral presentation.	
<b>PRODUCT:</b>	Oral and Written Piece	
<b>FORMAT:</b>	<p>Submit: Friday Week 8.</p> <p>Students will develop and record a 10 minute Pre-recorded Presentation on an Australian environmental history case study. Students will be provided with a list of possible case studies to select from.</p> <p>The Pre-recorded Presentation should follow a logical structure to share research discoveries and ideas on the selected Australian environmental history case study. This is an opportunity for students to: explain environmental history themes and concepts related to the case study; explain their research process and challenges; share historical data and primary sources consulted and detail relevant historical information; demonstrate engagement with relevant scholarly secondary sources and understanding of related contemporary debates; and outline related historical, cultural, political, and social drivers.</p> <p>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 other sources should be referenced on the slides with a reference list provided in the PPT and script). The referencing style used should be Harvard, APA, or Chicago 17A.</p> <p>Students are required to submit: the pre-recorded presentation MP4 file; a referenced Microsoft PowerPoint; and a referenced written script.</p>	
<b>CRITERIA:</b>	<p><b>No.</b></p> <ol style="list-style-type: none"> <li>1 Breadth and Depth of Knowledge: case study demonstrates understanding of environmental history themes, concepts, and theories and suitable engagement with course online learning materials and tutorial discussions.</li> <li>2 Quality of Research: details the research process and demonstrates depth of reading and critical analysis of suitable scholarly secondary sources, showcasing advancing research skills using UniSC Library resources and Trove.</li> <li>3 Connection: demonstrates original historical analysis informed by historical data and interpretation of relevant primary sources.</li> <li>4 Communication: acknowledges contemporary debates in the literature and provides an engaging, professional, and well-structured scholarly oral communication, progressing towards an original argument.</li> <li>5 Academic Standards: demonstrates academic integrity, is suitably referenced to academic standards (presentation and script), and is delivered within the time limit.</li> </ol>	<b>Learning Outcome assessed</b>
<b>GENERIC SKILLS:</b>	Communication, Problem solving, Organisation, Applying technologies, Information literacy	

**All - Assessment Task 3:** Analytical Essay

<b>GOAL:</b>	To demonstrate critical analysis of concepts and advancing research skills connected to a specific Australian environmental history topic, communicated as an analytical essay.	
<b>PRODUCT:</b>	Essay	
<b>FORMAT:</b>	<p>Submit: Friday Week 13.</p> <p>Students will produce a 2250 word essay on a key Australian environmental history topic. Students will be provided with a list of possible research topics to select from.</p> <p>In responding to the chosen topic, the essay should: combine knowledge of course concepts/themes with in-depth research on the selected environmental history topic (drawing on historical data, primary sources, and suitable scholarly secondary sources); engage with relevant contemporary debates within environmental history literature; and apply historical argumentation and analysis in critically analysing the topic.</p> <p>The Essay must demonstrate academic integrity, using appropriate academic language and formatting.</p> <p>All primary sources must be referenced and (if using images in essay) labelled. Secondary sources must be scholarly in nature with direct quotes, indirect (paraphrased) quotes/ideas, and any historical information located during research for this essay referenced. A Reference List must be provided but will not be included in the Essay word count. The referencing style used should be Harvard, APA, or Chicago 17A.</p>	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1 Breadth and Depth of Knowledge: demonstrates understanding of environmental history themes, concepts and theories and suitable engagement with course online learning materials and tutorial discussions.	1
	2 Quality of Research: demonstrates depth of reading and critical analysis of suitable scholarly secondary sources, showcasing advancing research skills using UniSC Library resources and Trove.	2
	3 Connection: demonstrates original connection of historical analysis demonstrating change over time, informed by historical data and interpretation of relevant primary sources.	3
	4 Quality of Argument: acknowledges contemporary debates in the literature and provides a well-structured, original and convincing scholarly argument and line of reasoning.	2 4
	5 Academic Standards: demonstrates academic integrity, is suitably referenced to academic standards, and meets word count expectations.	4
<b>GENERIC SKILLS:</b>	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

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

#### **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](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](#) 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)