

# HIS300 Questioning History: Explorations in the Thinking and Practice of History

**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](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

Questioning History explores central debates in the thinking and practice of history. This capstone course directly addresses historiographical issues you will have wrestled with through your history major. The course explores in colloquia (dialogical group settings) how questions in history have been addressed by key practitioners and invites you to begin formulating your own responses as an emergent practitioner of the discipline. It looks at how these questions have been constructed and at the role of key historians in shaping the issues and discourse of history today.

### 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> – On Campus Workshop Activity	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> – The workshop is synchronous using scheduled online tutorials.	2hrs	Week 1	10 times

### 1.3. Course Topics

#### Part 1

1. What are the 'rules' of historical practice?
2. Can history be objective?
3. What is the role of theory in the practice of history?
4. What is the role of narrative and meaning in historical thought?

#### Part 2

5. Where are women in history?
6. How should historians handle the history of emotions/feelings?
7. What are the uses of history?
8. What makes for good method in history?

#### Part 3

9. Should historians privilege the written word?
10. What is history's relationship to the future?

## 2. What level is this course?

300 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth 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 Identify and illustrate key historical positions and the theoretical perspectives that underpin them	Knowledgeable Creative and critical thinker Engaged	1
2 Develop and support your arguments (or reflect critically) about selected topics in historiography	Creative and critical thinker Empowered Engaged	1
3 Engage in historical debates and defend and critique theoretical positions in colloquia	Knowledgeable Creative and critical thinker Engaged	1, 2
4 Understand and value the relationship between the historian and their object of study	Empowered Ethical Sustainability-focussed	1, 2
5 Review and critique a range of historical approaches	Creative and critical thinker Empowered Ethical Sustainability-focussed	1, 2
6 Research and write in an appropriate format for an intended audience	Knowledgeable Empowered Engaged	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)

You will have a demonstrated knowledge of historical practice which includes: experience with primary and secondary sources; historical analysis and interpretation; knowledge of various historical interpretive traditions; 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	Written Piece	Individual	20%	1000 words	Week 3	Online Submission
All	2	Oral	Individual	30%	10 Minutes	Refer to Format	In Class
All	3	Essay	Individual	50%	3000 words	Exam Period	Online Assignment Submission with plagiarism check

### All - Assessment Task 1: Written Piece

GOAL:	Engage with the first 3 weeks' readings and discussion. Write a Blog post for your peers on the question: 'Can history be objective?'			
PRODUCT:	Written Piece			
FORMAT:	Blog post demonstrating capacity to reference your ideas when necessary. First or third person voice are permitted. Capacity to sequence your reasoning and link it to a clear historical example.			
CRITERIA:	No.	Learning Outcome assessed		
	1	the quality of your reasoning	1	5 6
	2	your ability to effectively identify and illustrate key themes of the readings	1	4 5 6
	3	your ability to assess the implications of central concepts from the readings for your historical practice	1	5 6
	4	identification of links and tensions between readings	5	6
	5	ability to write clearly, accurately in a blog format (informal essay)	6	
GENERIC SKILLS:	Communication, Organisation, Information literacy			

### All - Assessment Task 2: Theoretical Presentation

GOAL:	Engage in historical debate; develop and defend your argument and critique theoretical positions in colloquia				
PRODUCT:	Oral				
FORMAT:	<p>Submit: Week 7-9. Develop an answer/response/proposal to one of the questions dealt with in colloquia and laid out in the teaching/thematic schedule. Present your answer/response/proposal in colloquia and deal with questions, critique and suggestions. Explore any theoretical and practical implications of your proposal dialogically with peers. You will have 10 minutes to present and 5 minutes to respond.</p> <p>In this session you will be expected to:</p> <ol style="list-style-type: none"><li>1. offer a brief statement of intent; i.e. a thesis statement</li><li>2. lay out your proposal with clarity and brevity</li><li>3. explore the implications of your proposal</li><li>4. ground your response in a theoretical context</li><li>5. offer suggestions for further consideration</li><li>6. respond to input from your audience</li></ol> <p>This is a presentation to the class involving the defence of a chosen historiographical proposition.</p>				
CRITERIA:	No.	Learning Outcome assessed			
	1 the quality of your answer/response/proposal	1	2	3	4 5
	2 your ability to effectively identify and illustrate the implications of your proposal	2	3	5	
	3 the situation of your thinking in a theoretical context	1	3	4	
	4 ability to evaluate the thinkers and theories that you use	2	3	5	
	5 ability to present your argument in a concise and structured manner	3			
	6 ability to respond to input from the audience	3			
GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation				

### All - Assessment Task 3: Summative Essay

<b>GOAL:</b>	You will write an essay that demonstrates your engagement with a course question.		
<b>PRODUCT:</b>	Essay		
<b>FORMAT:</b>	Write a 3000 word essay. This essay will explore a topic of your own choice which you have developed in consultation with the course coordinator. The essay will be a theoretical work in which an understanding of the chosen topic is demonstrated through application to a case study. Your essay will demonstrate wide reading, inter-textual connection, clear conceptual orientation and the detailing of practical implications for the thinking and practice of history		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	its completeness and usefulness as an exploration of the chosen theme	1 2 4 5
	2	the quality of your engagement with course questions and themes	2 4 5
	3	the extent, relevance, depth and quality of your research	1 2 5
	4	ability to link theory and practice	1 2 5
	5	originality	2 4
	6	correct referencing	6
<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](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)