UniSC

COURSE OUTLINE

HIS302 **Urban Histories**

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 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 urban history across time and around the globe, starting with ancient cities and extending into the recent past. The course examines how urban settlements have developed historically (ancient, medieval, industrial, colonial and post-colonial cities), and how cities and towns have shaped (and been shaped by) societies, cultures and minorities (e.g. conflict, borders, destruction, ethnic enclaves). It will also consider a variety of broad themes (e.g. environmental disaster, pollution and disease, food and transport, leisure and celebration). In this final-year History course, students will apply advanced research and critical thinking skills to explore a wide range of historical periods and settings through the specialised lens of urban history.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – Online learning materials (e.g. videos, readings, activities)	1hr	Week 1	13 times
Tutorial/Workshop 1 – In-person workshop	2hrs	Week 2	10 times
ONLINE			
Learning materials – Online learning materials (e.g. videos, readings, activities)	1hr	Week 1	13 times
Tutorial/Workshop 1 – Online workshop	2hrs	Week 2	10 times

1.3. Course Topics

- Ancient cities (e.g. Pompeii, Rome, Athens, Machu Picchu)
- Medieval cities (e.g. London, Paris)
- Transition into industrialisation and modernity in urban settings (e.g. London, Paris, New York City)
- Colonial and post-colonial cities (e.g. Shimla, Calcutta/Kolkata)
- Conflict and resistance in cities over time (e.g. Jerusalem, Istanbul, Paris, Cairo)
- Abandoned and destroyed cities over time (e.g. London/Dresden/Warsaw, Hiroshima/Nagasaki, Chernobyl/Fukushima)
- Divided, border and twin cities over time (e.g. Berlin, Nicosia/Famagusta, Derry/Belfast, Jerusalem/Palestine/Gaza Strip)
- Ethnic enclaves and multiculturalism over time (e.g. Nazi-era ghettoes, Jim Crow-era U.S., South African cities during apartheid, Chinatowns around the world)
- Vulnerable groups in urban settings over time (e.g. Rio de Janeiro, London, Johannesburg)
- Urban settlements in extreme environments and disasters (e.g. Venice, London, Montreal, San Francisco, Brisbane)
- Disease and pollution in urban settings (e.g. Venice, London, Wuhan/Beijing/Shanghai during COVID-19)
- Food and transport in the city (e.g. Brisbane, Singapore, Paris, London)
- Leisure and celebration in the city (e.g. Venice, Edinburgh, New York City, Sydney)

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 On successful completion of this course, you should be able to...	GRADUATE QUALITIES Completing these tasks successfully will contribute to you becoming...
1 Demonstrate advanced understanding and analysis of themes and concepts relating to socio-cultural and urban history across ancient, medieval, and contemporary periods	Knowledgeable Creative and critical thinker Empowered Communication
2 Demonstrate independent project management and advanced communication skills via the design and production of a digital research project	Knowledgeable Creative and critical thinker Empowered Engaged Communication Problem solving Organisation Applying technologies Information literacy
3 Demonstrate an ability to contribute to broad historical discourse, and to constructively provide and receive relevant feedback in a peer-to-peer environment	Knowledgeable Empowered Ethical Engaged Communication Collaboration
4 Demonstrate advanced historical research skills through the location, evaluation, and creative and critical synthesis of appropriate primary and secondary sources	Knowledgeable Creative and critical thinker Empowered Ethical Communication Problem solving Information literacy

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

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%	500-word discussion board post (and Word Document duplicate of post, to be submitted to Canvas Assignment Portal) - due end Week 3. Comments on entries of at least two other students' discussion board posts - due end Week 4.	Week 3	Online Assignment Submission with plagiarism check

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	2a	Written Piece	Individual	15%	300-word podcast pitch (to be posted on Discussion Board, with duplicate uploaded to Canvas Assignment Portal) - due end Week 6. Comments on podcast pitches of at least two other students', via their discussion board posts - due end Week 7.	Week 6	Online Assignment Submission with plagiarism check
All	2b	Written Piece	Individual	20%	500-word podcast pitch (to be posted on Discussion Board, with duplicate uploaded to Canvas Assignment Portal) - due end Week 9. Comments on podcast script outline of at least one other students, via their discussion board posts - due end Week 10.	Week 9	Online Assignment Submission with plagiarism check

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?

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All	3	Artefact - Creative, and Written Piece	Individual	45%	8-minute pre-recorded podcast episode with referenced script (to be uploaded to Canvas Assignment Portal) - due Friday, second week of Exam Block. 500-word referenced reflective piece (to be uploaded to Canvas Assignment Portal) - due Friday, second week of Exam Block.	Exam Period	Online Assignment Submission with plagiarism check

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	3	Artefact - Creative, and Written Piece	Individual	45%		Exam Period	

All - Assessment Task 1: Short written piece

GOAL:	To demonstrate knowledge of urban history themes and concepts as applied to a specific ancient or medieval city, and contribute to collegial historical discourse.
PRODUCT:	Written Piece
FORMAT:	Students will complete a 500-word referenced discussion board post explaining what life would have been like (e.g. transportation, commerce, access to food/water/services, disease/death, ceremony/celebration, etc.) in a particular city and time period. Students are to choose from a set list of cities/time periods (list to be provided on Canvas at start of semester). Students are also required to comment, in a constructive and substantial way, on the discussion board posts of at least two other students. This task is an opportunity for students to: Apply and explain historical urban planning approaches/ideas of relevance to the chosen city/time period; Demonstrate advanced, high-quality research (including sophisticated use of appropriate primary and academic secondary sources); Demonstrate advanced written skills by communicating complex, contradictory and/or multifaceted historical and theoretical ideas in a concise, clear manner; and Contribute to academic historical discourse by engaging in respectful, constructive and substantial written discussions with others in the class. The discussion board post, and comments on the posts of other students', should be professional in tone. The referencing style used should be Harvard, APA, or Chicago 17A. Students are to submit: - 500 word referenced post (word length excludes references) to Task 1 HIS302 Discussion Board thread, no later than Friday of Week 3; - Word Document version of the same 500 word referenced post, via Canvas Assignment Submission Portal, no later than Friday of Week 3; and - At least two comments (of at least 150 words each) on posts of other students in the Task 1 HIS302 Discussion Board thread, no later than Friday of Week 4.

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	Breadth and Depth of Knowledge: demonstrates understanding of course themes, concepts, and engagement in workshop/tutorial discussions and discussion board posts.	1 3
	2	Interpretation: effectively incorporates and synthesises academic ideas and theories from relevant primary and secondary sources.	1 4
	3	Communication: demonstrates effective and well-structured scholarly written communication	1 3
	4	Academic Standards: demonstrates academic integrity, is suitably referenced to academic standards, and meets word count expectations.	1 3 4

GENERIC SKILLS:	Communication, Collaboration, Information literacy

All - Assessment Task 2a: Podcast Pitch

GOAL:	To demonstrate knowledge of urban history themes and concepts as applied to a case study city, and contribute to collegial historical discourse.
PRODUCT:	Written Piece
FORMAT:	Students will complete a 300-word referenced podcast pitch on a specific city/time period. A list of cities/time periods, as well as more detailed formatting/structure guidelines for the pitch, will be provided on Canvas at the start of semester.

Students are to undertake initial research into the everyday life of residents of their chosen city/time period, including locating relevant primary sources. Based on this initial research, students are to develop a 300-word 'pitch' for an 8-minute podcast episode. Students should be aware that later assessment tasks (Task 2b - podcast script outline, and Task 3 - podcast recording, script, and reflective piece) build upon the initial ideas outlined in the Task 2a podcast pitch (this task).

Students are also required to comment, in a constructive and substantial way, on at least two other podcast pitches posted on the HIS302 discussion board.

This task is an opportunity for students to:
Demonstrate advanced, high-quality research (including identification of appropriate primary and academic secondary sources);
Demonstrate advanced written skills by crafting a compelling, cohesive podcast pitch that uses relevant historical and theoretical ideas; and
Contribute to academic historical discourse by engaging in respectful, constructive and substantial written discussions with others in the class.

The podcast pitch, and comments on the pitches of other students', should be professional in tone. The referencing style used should be Harvard, APA, or Chicago 17A.

Students are to submit:
- 300 word referenced podcast pitch (word length excludes references) to Task 2A HIS302 Discussion Board thread, no later than Friday of Week 6;
- Word Document version of the same 300 word referenced podcast pitch, via Canvas Assignment Submission Portal, no later than Friday of Week 6; and
- At least two comments (of at least 150 words each) on pitches of other students in the Task 2A HIS302 Discussion Board thread, no later than Friday of Week 7. |

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	Breadth and Depth of Knowledge: demonstrates understanding of course themes, concepts, and engagement in workshop/tutorial discussions and discussion board posts.	① ③
	2	Project Management: effectively incorporates relevant historical themes and interpretive ideas in the proposal for a digital research project.	① ②
	3	Communication: demonstrates effective and well-structured scholarly written communication.	②
	4	Academic Standards: demonstrates academic integrity, is suitably referenced to academic standards, and meets word count expectations.	② ③ ④

GENERIC SKILLS:	Communication, Collaboration, Organisation, Information literacy

All - Assessment Task 2b: Podcast Script Outline

GOAL:	To demonstrate knowledge of urban history themes and concepts as applied to a case study city, and contribute to collegial historical discourse.
PRODUCT:	Written Piece
FORMAT:	Students will complete a 500-word referenced podcast script outline on a specific city/time period. More detailed formatting/structure guidelines for the script outline will be provided on Canvas at the start of semester.
	Using the same city/time period from Task 2A, students are to undertake more extensive research into the everyday life of residents, including analysis of relevant primary sources. Based on this second stage of research, students are to develop a 500-word podcast script outline for an 8-minute podcast episode. Students should be aware that the final assessment task (Task 3 - podcast recording, script, and reflective piece) is based upon the script outline submitted for Task 2b (this task).
	Students are also required to comment, in a constructive and substantial way, on at least one other podcast script outline posted on the HIS302 discussion board.
	This task is an opportunity for students to:
	Demonstrate advanced, high-quality research (including identification of appropriate primary and academic secondary sources);
	Demonstrate advanced written skills by crafting a compelling, cohesive, and well-evidenced podcast script outline that uses relevant historical and theoretical ideas; and
	Contribute to academic historical discourse by engaging in respectful, constructive and substantial written discussions with others in the class.
	The podcast script outline, and comments on the script outlines of other students', should be professional in tone. The referencing style used should be Harvard, APA, or Chicago 17A.
	Students are to submit:
	- 500 word referenced podcast script outline (word length excludes references) to Task 2B HIS302 Discussion Board thread, no later than Friday of Week 9;
	- Word Document version of the same 500 word referenced podcast script outline, via Canvas Assignment Submission Portal, no later than Friday of Week 9; and
	- At least one comment (of at least 150 words) on podcast script outline of another student in the Task 2B HIS302 Discussion Board thread, no later than Friday of Week 10.

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	Breadth and Depth of Knowledge: demonstrates understanding of course themes, concepts, and engagement in workshop/tutorial discussions and discussion board posts.	① ③
	2	Project Management: effectively incorporates relevant historical themes, academic research, and interpretive ideas in the development of a script outline for a digital research project.	① ② ④
	3	Communication: demonstrates effective and well-structured scholarly written communication.	① ③
	4	Academic Standards: demonstrates academic integrity, is suitably referenced to academic standards, and meets word count expectations.	② ③ ④
GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation, Information literacy		

All - Assessment Task 3: 8 minute Podcast Episode, and Reflective Piece

GOAL:	To demonstrate knowledge of urban history themes and concepts as applied to a case study city, and present this knowledge in the form of a professional, engaging podcast episode.
PRODUCT:	Artefact - Creative, and Written Piece
FORMAT:	Students will complete an eight (8) minute-long recorded podcast episode on their chosen case study city/time period. More detailed recording/formatting/structure/editing guidelines for the podcast episode will be provided on Canvas at the start of semester. Using the same city/time period from Task 2A and 2B, and building upon feedback received for these tasks, students are to research, write, record, edit, and submit an 8-minute podcast episode that explores what life would have been like for residents living in their case study city. The episode should make extensive use of primary source materials, as well as appropriate academic secondary sources. Students should aim to produce a professional, engaging, well-researched podcast that transports listeners 'back in time'. Students are required to submit a referenced script along with their podcast recording. Students are also required to complete a 500-word referenced written reflection that considers: how/why their podcast episode evolved when compared with their pitch (Task 2A) and script outline (Task 2B); How themes/content/discussion from later weeks of class (7-13) shaped or altered their perspectives on their case study city; and, How the availability of primary evidence (or lack thereof) impacted the historical themes/events/ideas they chose to focus on in their podcast. This task is an opportunity for students to: Demonstrate advanced, high-quality research (including identification of appropriate primary and academic secondary sources); Demonstrate advanced organisational, digital, and oral communication skills by crafting an engaging, cohesive, and well-evidenced podcast episode that uses relevant historical and theoretical ideas; and Demonstrate critical self-reflection regarding the nature of academic research and complexities of historical thinking and theories. The podcast recording, referenced script, and referenced 500-word reflection should be engaging and professional in tone, and meet appropriate academic integrity standards. The referencing style used should be Harvard, APA, or Chicago 17A. Students are to submit: - 8 minute podcast recording and accompanying referenced script, and 500-word referenced written reflection, to Canvas Assignment Submission Portal, no later than Friday of the second week of exam block.

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	Breadth and Depth of Knowledge: demonstrates advanced understanding and synthesis of course themes and concepts.	① ④
	2	Interpretation: effectively incorporates and synthesises advanced historical research in the creation of a professional and engaging digital research project.	② ③ ④
	3	Project Management: demonstrates an ability to independently manage a digital research project through to timely completion, and to critically reflect on the process and outcome.	②
	4	Communication: demonstrates effective, professional, and engaging oral and written communication.	② ③
	5	Academic Standards: demonstrates academic integrity, is suitably referenced to academic standards, and meets time and word count expectations.	② ④

GENERIC SKILLS:	Communication, Problem solving, Organisation, Applying technologies, 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