

# HIS302 Urban Histories

School: School of Law and Society

2026 | Trimester 2

UniSC Sunshine Coast UniSC Moreton Bay	<b>BLENDED LEARNING</b>	Most of your course is on campus but you may be able to do some components of this course online.
Online	<b>ONLINE</b>	You can do this course without coming onto campus, unless your program has specified a mandatory onsite requirement.

Please go to [unisc.edu.au](http://unisc.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
<b>BLENDED LEARNING</b>			
<b>Learning materials</b> – Online learning materials (e.g. videos, readings, activities)	1hr	Week 1	12 times
<b>Tutorial/Workshop 1</b> – In-person workshop	2hrs	Week 2	10 times
<b>ONLINE</b>			
<b>Learning materials</b> – Online learning materials (e.g. videos, readings, activities)	1hr	Week 1	12 times
<b>Tutorial/Workshop 1</b> – 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 ghettos, 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	GRADUATE QUALITIES
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...
<p>1 Demonstrate advanced understanding and analysis of themes and concepts relating to socio-cultural and urban history across ancient, medieval, and contemporary periods</p>	<p>Knowledgeable Creative and critical thinker Empowered Communication</p>
<p>2 Demonstrate independent project management and advanced communication skills via the design and production of a digital research project</p>	<p>Knowledgeable Creative and critical thinker Empowered Engaged Communication Problem solving Organisation Applying technologies Information literacy</p>
<p>3 Demonstrate an ability to contribute to broad historical discourse, and to constructively provide and receive relevant feedback in a peer-to-peer environment</p>	<p>Knowledgeable Empowered Ethical Engaged Communication Collaboration</p>
<p>4 Demonstrate advanced historical research skills through the location, evaluation, and creative and critical synthesis of appropriate primary and secondary sources</p>	<p>Knowledgeable Creative and critical thinker Empowered Ethical Communication Problem solving Information literacy</p>

## 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

### 5.5. Microcredential Information

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	Activity Participation	Individual	30%	Active engagement with and participation in tutorials and online learning material activities, plus written submission of approx. 1000 words (excluding direct quotes, references, list of sources).	Throughout teaching period (refer to Format)	Online Assignment Submission with plagiarism check
All	2	Written Piece	Individual	25%	300 word podcast pitch and 500 word podcast script outline (word counts do not include direct quotes, references, List of Sources)	Week 8	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%	<p>8-minute pre-recorded podcast episode with referenced script (to be uploaded to Canvas Assignment Portal) - due Friday, second week of Exam Block.</p> <p>500-word referenced reflective piece (to be uploaded to Canvas Assignment Portal) - due Friday, second week of Exam Block.</p>	Exam Period	Online Assignment Submission with plagiarism check

**All - Assessment Task 1:** Tutorial Activity & Written Reflection

<b>GOAL:</b>	To demonstrate knowledge of urban history themes and concepts as applied to a specific ancient or medieval city, and contribute to collegial historical discourse.	
<b>PRODUCT:</b>	Activity Participation	
<b>AUTHORSHIP STATEMENT:</b>		
<b>FORMAT:</b>	<p>Active Participation in Tutorials and Online Learning Material Activities: Students are required to attend and participate in tutorial AND Online Learning Material activities throughout the study period. Engagement with these activities will directly inform the subsequent written submission.</p> <p>Written submission: Approx 1000 word (excluding direct quotes, references, list of sources) written piece reflecting on in-class tutorial activities, and weekly Online Learning Material discussion points. The referencing style used should be Harvard, APA, or Chicago 17A.</p> <p>More information to be provided on Canvas.</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 and concepts through active participation in tutorial and Online Learning Material activities. <span style="float: right;">1 3</span>
	2	Interpretation: effectively incorporates and synthesises academic ideas and theories from relevant primary and secondary sources. <span style="float: right;">1 4</span>
	3	Communication: demonstrates effective and well-structured scholarly written communication <span style="float: right;">1 3</span>
	4	Academic Standards: demonstrates academic integrity, is suitably referenced to academic standards, and meets word count expectations. <span style="float: right;">1 3 4</span>
<b>GENERIC SKILLS:</b>	Communication, Collaboration, Information literacy	

**All - Assessment Task 2:** Podcast Pitch & Script Outline

<b>GOAL:</b>	To demonstrate knowledge of urban history themes and concepts, and synthesise this knowledge into a podcast pitch and script outline.	
<b>PRODUCT:</b>	Written Piece	
<b>AUTHORSHIP STATEMENT:</b>		
<b>FORMAT:</b>	<p>Students will complete a 300-word referenced podcast pitch and an accompanying 500-word referenced podcast script outline on a specific city/time period. A list of cities/time periods, as well as more detailed formatting/structure guidelines for the pitch and script outline, will be provided on Canvas at the start of trimester.</p> <p>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 and script outline that use relevant historical and theoretical ideas; and            Contribute to academic historical discourse by engaging in respectful, constructive and substantial discussions with others in the class.</p> <p>The podcast pitch and script outline must be submitted to Canvas Assignment Submission Portal, as well as being posted on the Task 2 HIS302 Discussion Board thread.</p>	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Breadth and Depth of Knowledge: Applies and extends upon course themes and concepts through the location, analysis and synthesis of relevant primary and secondary sources. <b>1 3</b>
	2	Project Management: effectively incorporates relevant historical research, course themes, and interpretive ideas in the proposal and script outline for a digital research project. <b>1 2</b>
	3	Communication: demonstrates effective and well-structured scholarly written communication in a style and format appropriate for a digital research project proposal and script outline. <b>2</b>
	4	Academic Standards: demonstrates academic integrity, is suitably referenced to academic standards, and meets word count expectations. <b>2 3 4</b>
<b>GENERIC SKILLS:</b>	Communication, Collaboration, Organisation, Information literacy	

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

<b>GOAL:</b>	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.	
<b>PRODUCT:</b>	Artefact - Creative, and Written Piece	
<b>AUTHORSHIP STATEMENT:</b>		
<b>FORMAT:</b>	<p>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 trimester.</p> <p>Students are also required to complete a 500-word referenced written reflection.</p> <p>More information on the two components of this Task will be provided on Canvas.</p> <p>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.</p> <p>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.</p> <p>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.</p>	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1 Breadth and Depth of Knowledge: demonstrates advanced understanding of urban history/ies through the effective integration of class themes and concepts with primary source materials.	1 4
	2 Interpretation: effectively interprets advanced historical research for a non-academic audience via 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
<b>GENERIC SKILLS:</b>	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. 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>

## 10.5. 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.

## 10.6. General Enquiries

For course-specific questions, contact your teaching staff or Course Coordinator.

For other enquiries or to access support, please contact Student Central:

- [UniSC Student Central](#)
- [UniSC Adelaide Student Central](#)