



## COURSE OUTLINE

# HIS140 Global Citizens: A History of Humanity

**Course Coordinator:** Marcus Bussey (mbussey@usc.edu.au) **School:** School of Law and Society

2021 | Semester 2

USC Sunshine Coast  
USC Moreton Bay

ON CAMPUS

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 the USC website 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 history of humanity and our planet is a huge and fascinating topic. In this course you will explore some key themes in global history including changing definitions and experiences of being human, the concept of time, and our changing knowledge about and relationships with our world and each other. This course starts with the creation of our planet 4.5 billion years ago, and ends with a snapshot of life at the beginning of the twenty-first century. The two main academic disciplines you will use are world history and heritage studies.

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

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ON CAMPUS			
<b>Tutorial/Workshop 1</b> – On Campus Workshop	2hrs	Week 1	13 times
<b>Lecture</b> – 1 hour Online delivery	1hr	Week 1	13 times
ONLINE 1			
<b>Tutorial/Workshop 1</b> – Synchronous tutorial	2hrs	Week 1	13 times
<b>Lecture</b> – Online lecture content	1hr	Week 1	13 times

### 1.3. Course Topics

Introduction: Global Citizenship  
From molten planet to 'modern' humans  
The Cultural Epoch  
Civilisations in the Old World  
Urbanisation and the Axial Age  
'Discovery' and Conquest  
Renaissances in World History  
Revolutions  
Revolution, Thresholds and the Citizen  
Defensive Modernity, Worldviews and Challenging the Singular  
Violence and Complexity  
Threshold 9: Drivers  
Future Trajectories

## 2. What level is this course?

100 Level (Introductory)

Engaging with discipline knowledge and skills at foundational level, broad application of knowledge and skills in familiar contexts and with support. Limited or no prerequisites. Normally, associated with the first 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...
1 Apply Big History concepts to the past in order to deepen your sense of Global Citizenship	Knowledgeable Ethical Engaged
2 Describe and justify your own arguments about selected topics in world history	Knowledgeable Ethical
3 Describe and summarise historical thinking and the wider concepts and practices for viewing history.	Creative and critical thinker Empowered Engaged
4 Critically examine definitions of and experiences of humanity across time and in different parts of the world	Knowledgeable Ethical Engaged
5 Identify and apply sustainability principles when considering the historical relationship of global citizens to our planet	Ethical Engaged Sustainability-focussed
6 Apply appropriate academic conventions in written expression, clarity of argument and referencing	Knowledgeable Empowered

## 5. Am I eligible to enrol in this course?

Refer to the [USC 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

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### 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	Essay	Individual	30%	1000 words	Week 5	Online Assignment Submission
All	2	Quiz/zes	Individual	30%	4 x Questions each week (x 10 quizzes)	Throughout teaching period (refer to Format)	Online Assignment Submission
All	3	Examination - Centrally Scheduled	Individual	40%	2 Hours	Exam Period	Exam Venue

#### All - Assessment Task 1: Essay

<b>GOAL:</b>	To develop an appreciation and understanding of David Christian's three foundational concepts for world history: Energy, Complexity and Collective Learning. This essay is a formative assessment item designed to introduce you to world historical thinking. Such thinking is less about historical narrative at the geopolitical and human level and more about becoming aware of historical process. This means that we use organising concepts to understand the history of humanity and we use historical data to illustrate this big history. Your essay is designed to introduce you to these concepts.
<b>PRODUCT:</b>	Essay
<b>FORMAT:</b>	This is an individual assessment. Write an essay that offers an assessment of David Christian's (2003) article "World History in Context". In your essay you need to: summarise Christian's central argument; identify his core ideas and provide examples from world history for these; offer an assessment of his ideas as a way of six academic references. You must fully reference the essay using the Harvard (in text) referencing system and a bibliography. Please submit your essay via Blackboard.

CRITERIA:	No.	Learning Outcome assessed	
	1	the quality of your summary of Christian's argument	1 2 6
	2	your ability to effectively identify and illustrate his Big Ideas	2 3 4 5
	3	identification of and demonstrated use of at least six appropriate academic sources, in addition to David Christian's article	2 6
	4	your ability to assess Christian's ideas by citing at least 6 academic sources that are relevant to his argument	3 6
	5	your ability to write clearly, accurately and to the set word count	6
	6	correct referencing	6

#### All - Assessment Task 2: On-line Multiple Choice Quiz

<b>GOAL:</b>	Each week from Week 3 to Week 12, you will be required to complete a short online multiple choice quiz (consisting of four questions each) that aims to enhance your understanding of the weekly tutorial readings. There are a total of ten quizzes. The quiz is accessed by the Blackboard.		
<b>PRODUCT:</b>	Quiz/zes		
<b>FORMAT:</b>	This is an individual assessment. The first quiz will open Monday 8pm of Week 2 and will remain open until Monday 8pm the following week, at which time the next quiz will become available. This pattern will continue throughout semester, with the last quiz closing Monday 8pm of Week 12. Each quiz is therefore open for exactly one week, and each quiz must be completed during that week. The quizzes are marked automatically and you will be presented with feedback immediately upon submission. The quiz tasks ask you to first read and reflect on the set weekly reading, with the intention that the quiz will then enhance your understanding of the reading material, in preparation for tutorials in that week. Each quiz is marked out of 10 for a total of 100.		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	weekly completion of the on-line quiz	1
	2	reading and understanding of the weekly on-line reading	1 3 4
	3	ability to think through a writer's ideas	1 4
	4	ability to connect the ideas of a writer to the Big Ideas and themes of World History	1 5

#### All - Assessment Task 3: Exam

<b>GOAL:</b>	This examination allows you to demonstrate your understanding of key world history concepts.		
<b>PRODUCT:</b>	Examination - Centrally Scheduled		
<b>FORMAT:</b>	This is an individual assessment that falls into two sections. Section One consists of 3 short responses chosen by you from a selection of questions; Section Two offers a set of in depth questions from which you choose 1 to respond to.		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Demonstration of your understanding of key world history concepts	1 2 3 4 5
	2	Application of world history concepts to various historical contexts	1 4 5
	3	Critical reflection on key themes in world history	1 2 4
	4	Organisation of your thinking and writing	6

## 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. Directed study hours may vary by location. 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 Blackboard 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

N/A

## 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 Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

### 10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

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. 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).

## 10.5. 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.

## 10.6. 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.

## 10.7. 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
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website: <http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

## 10.8. General Enquiries

### In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC 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)