

## Course Outline

**Code: HIS300**

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

**School:** Social Sciences  
**Teaching Session:** Semester 2  
**Year:** 2019  
**Course Coordinator:** Dr Marcus Bussey - mbussey@usc.edu.au  
**Course Moderator:** Dr Amy Clarke

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

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 Field trips, WIL placements or activities required by professional accreditation

Activity	Details
Nil	Nil

### 2. What level is this course?

300 level Graduate - Independent application of graduate knowledge and skills. Meets AQF and professional requirements. May require pre-requisites and developing level knowledge/skills. Normally taken in the 3rd or 4th 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?

Specific Learning Outcomes	Assessment tasks	Graduate Qualities or Professional Standards mapping
On successful completion of this course, you should be able to:	You will be assessed on the learning outcomes in task/s:	Completing these tasks successfully will contribute to:
Identify and illustrate key historical positions and the theoretical perspectives that underpin them	1,2,3,4	Creative and critical thinkers. Knowledgeable.

<b>Specific Learning Outcomes</b> On successful completion of this course, you should be able to:	<b>Assessment tasks</b> You will be assessed on the learning outcomes in task/s:	<b>Graduate Qualities or Professional Standards mapping</b> Completing these tasks successfully will contribute to:
Develop and support your arguments (or reflect critically) about selected topics in historiography	1,2,3,4	Empowered. Creative and critical thinkers.
Engage in historical debates and defend and critique theoretical positions in colloquia	1, 3	Engaged.
Understand and value the relationship between the historian and their object of study	1,2,3,4	Empowered. Ethical.

## 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 Enrolment restrictions

Nil

### 5.2 Pre-requisites

Nil

### 5.3 Co-requisites

Nil

### 5.4 Anti-requisites

Nil

### 5.5 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 – 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

Task No.	Assessment Product	Individual or Group	Weighting %	What is the duration / length?	When should I submit?	Where should I submit it?
1	Written Piece	Individual	5%	500 words	Week 4	Online Assignment Submission
2	Written Piece	Individual	20%	1500 words (Incorporates Task 1)	Week 13	Online Assignment Submission
3	Oral	Individual	25%	15 Minutes	Week 8-10	In Class
4	Essay	Individual	50%	3000 words	Week 11-13	Online Assignment Submission
			100%			

#### Assessment 1: Annotated Bibliography: Early assessment

<b>Goal:</b>	Ensure you are developing a sound Annotated Bibliography
<b>Product:</b>	Written Piece
<b>Format:</b>	Annotated Bibliography
<b>Criteria:</b>	<p>This task will be assessed according to levels of achievement in the following:</p> <ul style="list-style-type: none"> <li>• the quality of your summary of readings</li> <li>• your ability to effectively identify and illustrate key themes of the readings</li> <li>• your ability to assess the implications of central concepts from the readings for your historical practice</li> <li>• identification of links and tensions between readings</li> <li>• ability to write clearly, accurately</li> </ul>

#### Assessment Task 2: Annotated Bibliography

<b>Goal:</b>	Identify, summarise and assess the implications of key historical positions and theoretical perspectives represented in the course and extended readings
<b>Product:</b>	Written Piece
<b>Format:</b>	Annotated Bibliography
<b>Criteria:</b>	<p>This task will be assessed according to levels of achievement in the following:</p> <ul style="list-style-type: none"> <li>• the quality of your summary of readings</li> <li>• your ability to effectively identify and illustrate key themes of the readings</li> <li>• your ability to assess the implications of central concepts from the readings for your historical practice</li> <li>• identification of links and tensions between readings</li> <li>• ability to write clearly, accurately</li> </ul>

#### Assessment Task 3: Theoretical Presentation

<b>Goal:</b>	Engage in historical debate; develop and defend your argument and critique theoretical positions in colloquia
<b>Product:</b>	Oral
<b>Format:</b>	Develop an answer/response/proposal to one of the questions dealt with in colloquia and laid out in the teaching schedule below. Present your answer/response/proposal in colloquia and deal

	<p>with questions, critique and suggestions. Explore any theoretical and practical implications of your proposal dialogically with peers. You will have 15 minutes to present and respond. 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>
<b>Criteria:</b>	<p>This task will be assessed according to levels of achievement in the following:</p> <ul style="list-style-type: none"> <li>• the quality of your answer/response/proposal</li> <li>• your ability to effectively identify and illustrate the implications of your proposal</li> <li>• the situation of your thinking in a theoretical context</li> <li>• ability to evaluate the thinkers and theories that you use</li> <li>• ability to present your argument in a concise and structured manner</li> <li>• ability to respond to input from the audience</li> </ul>

**Assessment Task 4:** Summative Essay; and reading and defence of Essay

<b>Goal:</b>	You will reflect on feedback from others and describe what you learnt from the feedback.
<b>Product:</b>	Essay
<b>Format:</b>	Write a 3000 word essay and read it to your class. 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 wide reading, inter-textual connection, clear conceptual orientation and the detailing of practical implications for the thinking and practice of history
<b>Criteria:</b>	<p>This task will be assessed according to levels of achievement in the following:</p> <p>Essay:</p> <ul style="list-style-type: none"> <li>• its completeness and usefulness as an exploration of the chosen theme</li> <li>• the quality of your engagement with course questions and themes</li> <li>• the depth of critical analysis</li> <li>• the extent, relevance, depth and quality of your research</li> <li>• ability to link theory and practice</li> <li>• originality</li> <li>• correct referencing</li> </ul>

**7. Directed study hours**

The directed study hours listed here are a portion of the workload for this course. 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.

<b>Location:</b>	<b>Directed study hours for location:</b>
Sippy Downs	Tutorial: 3 Hours per week

**8. What resources do I need to undertake this course?**

Please note that 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**

Lists of required and recommended readings may be found for this course on its Blackboard site. These materials/readings will assist you in preparing for tutorials and assignments, and will provide further information regarding particular aspects of your 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 as a student 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. It is also your responsibility to familiarise yourself with the University's general health and safety principles by reviewing the [online Health Safety and Wellbeing training module 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**

- Assessment Task 1a: Annotated Bibliography: Early Assessment must be submitted by COB Friday Week 4.
- Assessment Task 1b: Annotated Bibliography must be submitted electronically by the end of Week 13.
- It is your responsibility to keep a backup copy of this work—it is recommended that this be both electronic and hard copy.
- Assessment Task 2 will be presented in colloquia between Weeks 8 and 10.
- Assessment Task 3a and 3b (Summative Essay): You must submit an electronic copy of your Summative Essay by the due date.

### **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%
- b) The course is graded using the Standard Grading scale
- c) You have not failed an assessment task in the course due to academic misconduct

### 10.3 Assessment: Submission penalties

Late submission of assessment tasks will 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 and supply the required documentation to negotiate an outcome.

### 10.4 Study help

In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to [Student Hub](#).

Contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)

### 10.5 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>

### 10.6 General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **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)