

Course Outline (Higher Education)

Institute / School: Institute of Education, Arts & Community

Course Title: GLOBAL HISTORIES

Course ID: BAHIS1001

Credit Points: 15.00

Prerequisite(s): Nil

Co-requisite(s): Nil

Exclusion(s): (BAKIP1001)

ASCED: 090305

Description of the Course:

Global Histories provides an introductory exploration of historical studies with a globalist viewpoint, offering a comprehensive survey of world history through various historical lenses. This course adopts a chronological framework to investigate significant discussions surrounding the framing of world history, its classifications, and its terminology in relation to contemporary concerns of ideology, heritage, ethnicity, gender, and culture. Emphasizing the transformative influence resulting from the intermingling of cultures, ideas, and resources across the globe, the course delves into multiple perspectives on pivotal events like the silk road, the crusades, the Colombian exchange, and the transatlantic slave trade.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Work Experience:

No work experience: Student is not undertaking work experience in industry.

Does Recognition of Prior Learning apply to this course? Yes

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

Program Level:

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes:

Knowledge:

- K1.** Examine different ideological lenses and debates surrounding the framing of 'World History', such as chronology, civilizational perspectives, and ideology.
- K2.** Investigate the strong cross-cultural links and influences which have shaped world history.
- K3.** Explore historical, geographical, and chronological aspects which have shaped perceptions of world history.

Skills:

- S1.** Research topics relevant to global histories, including locating and critically appraising authoritative sources.
- S2.** Express informed and substantiated arguments and analysis in relation to relevant issues and debates.
- S3.** Develop critical and self-reflective understandings of framing of world history and its cultural, ideological and political legacies in the present.

Application of knowledge and skills:

- A1.** Identify connection and tensions between issues, debates, concepts and perspectives related to course content.
- A2.** Utilize and integrate relevant conceptual and theoretical understandings to examine issues and debates regarding world history.
- A3.** Engage in informed discussion, debate, and critical analysis concerning issues associated with competing interpretations of global history.

Course Content:

Topics may include:

- Historical studies from a globalist viewpoint
 - World history through various historical lenses
 - Chronology of world history
 - Classifications of world history
 - Terminology, including ideology, heritage, ethnicity, gender, culture
 - Transformative influence from the intermingling of cultures, ideas, and resources across the globe
 - Pivotal historical events, for example, the silk road, the crusades, the Colombian exchange, the transatlantic slave trade.

FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be*

evident in the specified learning outcomes and assessment for each FedUni course, and all must be directly assessed in each program.

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate the ability to effectively communicate, interact and work with others both individually and in groups. Students will be required to display skills in-person and/or online in: <ul style="list-style-type: none"> • Using effective verbal and non-verbal communication • Listening for meaning and influencing via active listening • Showing empathy for others • Negotiating and demonstrating conflict resolution skills • Working respectfully in cross-cultural and diverse teams. 	K1, K2, K3, S2, S3, A1, A2, A3	AT 1
FEDTASK 2 Leadership	Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in: <ul style="list-style-type: none"> • Creating a collegial environment • Showing self-awareness and the ability to self-reflect • Inspiring and convincing others • Making informed decisions • Displaying initiative 	K1, K2, K3, S2, S3, A1, A2, A3	AT 1, AT 3
FEDTASK 3 Critical Thinking and Creativity	Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: <ul style="list-style-type: none"> • Reflecting critically • Evaluating ideas, concepts and information • Considering alternative perspectives to refine ideas • Challenging conventional thinking to clarify concepts • Forming creative solutions in problem solving 	K1, K2, K3, S2, S3, A1, A3	AT 3
FEDTASK 4 Digital Literacy	Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: <ul style="list-style-type: none"> • Finding, evaluating, managing, curating, organising and sharing digital information • Collating, managing, accessing and using digital data securely • Receiving and responding to messages in a range of digital media • Contributing actively to digital teams and working groups • Participating in and benefiting from digital learning opportunities 	K1, S1, A1, A2	AT 2

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 5 Sustainable and Ethical Mindset	Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in: <ul style="list-style-type: none"> • Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts • Committing to social responsibility as a professional and a citizen • Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Embracing lifelong, life-wide and life-deep learning to be open to diverse others • Implementing required actions to foster sustainability in their professional and personal life. 	K1, K2, K3, S1, S2, S3, A1, A2, A3	AT 1, AT 3

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, S2, S3, A1, A2, A3	Blog entries reflecting on theory and key concepts scaffolded to support other assessments and key skills required for sources analysis and Seminar Series plan	Blog Entries and Peer Analysis	20-40%
K1, S1, A1, A2, S1, S2	Proposal and Rationale for text-book entry series supported by critical sources analysis and bibliography.	Proposal and Source analysis	30-40%
K1, K2, K3, S2, S3, A1, A2, A3	Text book entry with discussion of content, exercises and key theoretical and social issues.	Seminar	30-40%

Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a program level. Although courses must undertake MiCS mapping, there is NO expectation that courses will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS program level reporting highlights how each program embraces the principals and practices associated with the Co-Operative Model. Evidence of program alignment with the MiCS, can be captured in the Program Modification Form.

MICS Mapping has been undertaken for this course No

Date:

Adopted Reference Style:

Other (APA or Chicago)

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)