



CHRISTIAN HERITAGE COLLEGE

**HT101**

**A MAP OF TIME: AN INTRODUCTION TO HISTORY**

This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.

<b>Unit code</b>	HT101
<b>Unit name</b>	A Map of Time: An Introduction to History
<b>Associated higher education awards</b>	Bachelor of Education (Secondary) Bachelor of Arts/Bachelor of Education (Secondary)
<b>Duration</b>	One semester
<b>Level</b>	Introductory
<b>Core/elective</b>	Required for major or minor in History
<b>Weighting</b>	Unit credit points: 10 Course credit points: Bachelor of Education (Secondary) 320 Bachelor of Arts/Bachelor of Education (Secondary) 320
<b>Delivery mode</b>	Face-to-face on-site
<b>Student workload</b>	<i>Face-to-face on site</i> Contact hours 30 hours Reading, study and assignment preparation 120 hours <b>TOTAL 150 hours</b>  Students requiring additional English language support are expected to undertake an additional one hour per week.
<b>Prerequisites/ co-requisites/ restrictions</b>	<i>Restrictions:</i> CR182 Introduction to History, Civics and Citizenship
<b>Rationale</b>	<p>This unit invites students to develop a broad and coherent knowledge and understanding of the scope and sequence of the history of humanity, through a big picture approach. Students examine the history of the universe and the world, its beginnings and ongoing development of human history to the current era. A particular focus of the unit is Australia and its unique continental and human stories. By taking a 'longue durées' approach to history, students are also shown how to balance historically critical approaches that include robust theological and historical scholarship. Students will demonstrate how the history of the Australian continent, both indigenous and non-Indigenous histories, are linked to a wider historical narrative of human world history.</p> <p>This unit provides students with an introductory depth in the underlying principles and concepts of the discipline of history. They will pursue cognitive, technical and communication skills that will assist them to analyse and evaluate historical information. Consequently, creative historical interpretative skills, especially in the ability to review critically, analyse, consolidate and synthesise knowledge are established. These creative and critical skills are established by allowing students to demonstrate their own autonomy in creating a historical viewpoint using well-developed judgements and responsibility for their self-directed contexts for work and learning. By initiating their own problem-solving and decision-making students will demonstrate they are able to take responsibility for their learning within the discipline of history.</p> <p>Throughout this unit students are invited to a deep and productive engagement with historical criticism through a biblically-based Christian worldview which will both affirm, enrich and critically develop said worldview.</p>

<b>Prescribed text(s)</b>	<p>Christian, D. <i>This Fleeting World: A Short History of Humanity</i>. Great Barrington, Mass: Berkshire, 2008.</p> <p>Crotty, M., &amp; Roberts, D. <i>Turning Points in Australian History</i>. UNSW Press: Sydney, 2009.</p>
<b>Recommended readings</b>	<p>Enns, P. <i>The Evolution of Adam: hat the Bible does and doesn't say about Human Origins</i>. Grand Rapids, MI: BrazosPress, 2012.</p> <p>Fea, . <i>Why Study History? Reflecting on the Importance of the Past</i>. Grand Rapids, MI: Baker Academic, 2013.</p> <p>Hays, C. M., &amp; Ansberry, C. <i>Evangelical Faith and the Challenge of Historical Criticism</i>. London: SPCK, 2013.</p> <p>Hiscock, P. <i>Archaeology of Ancient Australia</i>. New York: Routledge, 2008.</p> <p>MacIntyre, S. <i>A Concise History of Australia</i>. (3rd ed.). Melbourne: Cambridge University Press, 2009.</p> <p>McInnes, W. <i>The Making of Modern Australia</i>. Sydney: Hatchett Australia, 2010.</p> <p>Ponting, C. <i>A New Green History of the World</i>. London: Vintage Books, 2007.</p> <p>Reilly, C. <i>Citizenship</i>. Port Melbourne, Victoria: Pearson Australia, 2009.</p> <p>Reynolds, H. <i>Forgotten War</i>. Sydney: UNSW Press, 2013.</p> <p>Scarre, C, &amp; Fagan, B. <i>Ancient Civilizations</i>. (3rd ed.). New York: Prentice Hall, 2007.</p> <p>In addition to the resources above, students should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV) or The Holy Bible: New King James Version (NKJV).</p> <p>These and other translations may be accessed free on-line at <a href="http://www.biblegateway.com">http://www.biblegateway.com</a>. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.</p>
<b>Specialist resource requirements</b>	Nil
<b>Content</b>	<ol style="list-style-type: none"> <li>1. Situating ourselves in our history – biblical Christianity and the historical narrative</li> <li>2. Human Origins and Early Human History: many worlds</li> <li>3. The Holocene: few worlds – the rise of agriculture and ancient civilizations</li> <li>4. The Modern Era: the emergence of one world</li> <li>5. Approaching modernity: global history through Australian eyes</li> <li>6. Australia: a democratic society; government, democracy and the law</li> <li>7. Australians: citizenship, diversity and identity</li> <li>8. The Anthropocene: Human agents cause and effect</li> <li>9. Perspectives on the Future – Apocalypse or Revelation?</li> </ol>
<b>Learning outcomes</b>	<p>On completion of this unit, preservice teachers will have provided evidence that they have:</p> <ol style="list-style-type: none"> <li>1. recognised a broad and coherent chronological narrative of human history;</li> <li>2. discussed issues, trends and themes in history and civics and citizenship as fields of study;</li> <li>3. demonstrated the ability to form historical understanding through critical inquiry;</li> <li>4. developed broad knowledge and understanding of government law and democracy;</li> <li>5. developed broad knowledge understanding and respect for Aboriginal and Torres Strait Islander histories, cultures and languages;</li> <li>6. analysed the interaction of sociocultural, political, economic and environmental factors in the development of the nature and character of historical understanding;</li> <li>7. evaluated, through critical thinking and historical judgement, interpretation and extrapolation of historical evidence;</li> <li>8. critiqued aspects of historical criticism through a biblically-based Christian worldview; and</li> <li>9. communicated at an appropriate tertiary standard: with special attention to design elements, grammars, usage, logical relations, style, referencing and presentation.</li> </ol>

<b>Assessment tasks</b>	<p><b>Task 1: Response to Stimulus In-class Exercise</b></p> <p>Word Length/Duration: 1 hour</p> <p>Weighting: 20%</p> <p>Learning Outcomes: 3, 5-9</p> <p>Assessed: Week 5</p> <p><b>Task 2: Research Paper</b></p> <p>Word Length/Duration: 1500 words</p> <p>Weighting: 40%</p> <p>Learning Outcomes: 1-4, 6-9</p> <p>Assessed: Week 10</p> <p><b>Task 3: Examination</b></p> <p>Word Length/Duration: 2 hours</p> <p>Weighting: 40%</p> <p>Learning Outcomes: 1-9</p> <p>Assessed: Examination Week</p>
<b>Unit summary</b>	<p>This unit asks students to develop a broad and coherent knowledge of the scope and sequence of the history of humanity, through a big picture approach. Students examine the history of the universe and our world, the beginnings and ongoing development of human history to the current era, and undertake a closer study of the Australian continental and human stories. By taking a 'longue durées' approach to history, students are also shown how to balance historically critical approaches that include robust theological and historical scholarship or viewpoints. In doing so, students are able to see how the history of the Australian continent, both Indigenous and Torres Strait Islander and European histories, are linked to a wider historical narrative of human history. Throughout this unit students are invited to a deep and productive engagement with historical criticism through a biblically-based Christian worldview which will both affirm, enrich and critically develop said worldview.</p>