



CHRISTIAN HERITAGE COLLEGE

**HT280**

**LOCAL AND PUBLIC 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>	HT280		
<b>Unit name</b>	Local and Public History		
<b>Associated higher education awards</b>	Bachelor of Education (Primary) Bachelor of Education (Secondary) Bachelor of Arts/Bachelor of Education (Secondary)		
<b>Duration</b>	One semester		
<b>Level</b>	Intermediate		
<b>Core/elective</b>	Elective		
<b>Weighting</b>	Unit credit points:	10	
	Course credit points:	Bachelor of Education (Primary)	320
		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</b>		<b>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>Prerequisite:</i> 20 credit points of 100-level History units		
<b>Rationale</b>	<p>In studying local and public history, students will learn how to investigate the relationship between the past and the present as indicated through public ceremonies, historical landmarks and institutions. This unit invites reflection on the ways in which the past is present in a variety of forms and places in contemporary, particularly Australian, societies including, for example, through the expressions of museums, heritage buildings, precincts, monuments, ceremonies and popular publications. It looks at both the messages conveyed and the manner in which they have been received. It challenges students to think about the past and its relationship to the present most expressly when history is represented deliberately to a wide audience or a specifically non-academic audience. The unit requires students to combine field observation with primary and secondary readings. Students' cognitive, technical and communication skills will be developed by completing formal historical expository essays that will ask them to review and critically analyse, consolidate and synthesise historical knowledge.</p> <p>Studies in this unit will allow students to broaden their understanding of the nature of local history and heritage studies. Consequently, they will be able to engage in broad and deep learning of the field of history. Students will understand, investigate and apply their disciplinary knowledge to the skills of history in order to communicate effectively within a range of academic and professional contexts. As the field of history is one which develops the skills of critical thinking and research, students will be able to collect and analyse relevant data in order to generate, test and communicate solutions to problems and challenges experienced in the academic engagement with this unit.</p>		
<b>Prescribed text(s)</b>	Selected readings will be available via the Moodle™ site for this unit		

<p><b>Recommended readings</b></p>	<p><b>Books</b></p> <p>Adair, B., Filene, B., &amp; Koloski, L. (Eds.). (2011). <i>Letting Go?: Sharing Historical Authority in a User-Generated World</i>. Philadelphia, PA: Pew Center for Arts &amp; Heritage.</p> <p>Ashton, P. &amp; Kean, H. (Eds.). (2012). <i>Public History and Heritage Today: People and Their Pasts</i>. Basingstoke, UK: Palgrave Macmillan.</p> <p>Dickinson, G. (2010). <i>Places of Public Memory: The Rhetoric of Museums and Memorials</i>. Tuscaloosa, AL: University of Alabama Press.</p> <p>Gardner, J. B. &amp; Lapaglia, P. S. (Eds.). (2004). <i>Public History: Essays from the Field</i>. Malabar, FL: Krieger.</p> <p>Kean, H. &amp; Martin, P. (Eds.). (2013). <i>The Public History Reader</i>. London, UK: Routledge.</p> <p>Meringolo, D. D. (2012). <i>Museums, Monuments, and National Parks: Toward a New Genealogy of Public History</i>. Amherst, MA: University of Massachusetts Press.</p> <p><b>Journals and Periodicals</b></p> <p><i>Queensland History Journal</i></p> <p><i>Public History Review</i></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>
<p><b>Specialist resource requirements</b></p>	<p>Nil</p>
<p><b>Content</b></p>	<ol style="list-style-type: none"> <li>1. The nature of public history</li> <li>2. Identity and the making of ourselves</li> <li>3. Contested ground: Issues in history</li> <li>4. Exploration of the nature and practice of public history</li> <li>5. Museums and museum exhibitions</li> <li>6. Heritage in the built environment</li> <li>7. Community, family and institutional histories</li> <li>8. Commemorations and re-enactments</li> </ol>
<p><b>Learning outcomes</b></p>	<p>On completion of this unit, students will have provided evidence that they have:</p> <ol style="list-style-type: none"> <li>1. described in a broad and coherent manner the development of public history;</li> <li>2. developed understanding of the underlying principles and concepts inherent in the field of public history;</li> <li>3. demonstrated the ability to analyse and evaluate historical documents in their context;</li> <li>4. argued, using critical thinking and judgement, for or against an historical perspective, using appropriate documentation;</li> <li>5. justified, using autonomy and a well-developed judgement, the direction of research undertaken and resulting synthesis of historical conclusions;</li> <li>6. devised appropriate historical arguments that are appropriate to a range of historical contexts; and</li> <li>7. 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: Seminar Presentation and Paper</b></p> <p>Word Length/Duration: 20 minutes; 1500 words</p> <p>Weighting: 50%</p> <p>Learning Outcomes: 1-7</p> <p>Assessed: Week 6</p> <p><b>Task 2: Research Paper</b></p> <p>Word Length/Duration: 2000 words</p> <p>Weighting: 50%</p> <p>Learning Outcomes: 1-7</p> <p>Assessed: Week 14</p>
<b>Unit summary</b>	<p>This unit invites reflection on the ways in which the past is present in a variety of forms and places in contemporary, particularly Australian, societies including, for example, through the expressions of museums, heritage buildings, precincts, monuments, ceremonies and popular publications.</p>

SAMPLE