



EDUC289

Human Society and its Environment

S1 External 2016

Dept of Education

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General Information

Unit convenor and teaching staff

Unit Convenor

Susan Caldis

susan.caldis@mq.edu.au

Contact via susan.caldis@mq.edu.au

N/A

Mondays and Thursdays

Rod Lane

rod.lane@mq.edu.au

Credit points

3

Prerequisites

(12cp including (EDUC105 or EDUC106 or ECH126)) or admission to BEd(Sec)

Corequisites

Co-badged status

Unit description

This unit is designed to develop students' understanding of the issues central to the Human Society and its Environment curriculum in years K–6, and Geography and History syllabuses in years K–10. It caters for the needs of students requiring a background in this key learning area and incorporates aspects of Australian social, cultural and environmental heritage, civics and citizenship education, and global perspectives.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

UO1 develop an appreciation of the complex factors shaping Australian society;

UO2 acquire knowledge, skills, values and attitudes which enable informed decisions to be made about content and methodology in the Human Society and its Environment learning area across K-10;

UO3 demonstrate an understanding of conceptual underpinnings and different

perspectives about the key historical, social, cultural and environmental influences related to the study of Australian society;

UO4 identify important aspects of government policy and of the Australian political system, and its implications for HSIE education; and

UO5 demonstrate understanding and appreciation of Australia in its global context – including the concept of global citizenship and the processes of economic and cultural integration, geopolitics and cultural conflict.

General Assessment Information

Submission of assignments

Assignments should be submitted through the Faculty's Student Office on Level 3 of Building C3A, or through COE in the case of externally enrolled students.

All students **MUST** submit a copy of assignments via the **Turnitin** facility on the Unit's iLearn site.

All assignments **MUST** be word-processed. Assignments must **NOT** be placed in plastic sleeves or display folders. Under no circumstances will assignments be accepted via FAX or email attachment.

Students must use School of Education referencing procedures (APA style) in all assessment tasks (a copy can be downloaded from iLearn).

Applications for extensions must be made via the Faculty of Human Science's online facility ask.mq.edu.au BEFORE the submission date. To ensure that consistency in the consideration of such requests is maintained, extensions can only be granted by the Unit Convener – Mrs Susan Caldis.

No assessable work will be accepted after the return of marked work on the same topic. If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic will be set.

Unless an extension is granted, late submissions will be penalised five per cent of the total possible mark for the assignment for each day late.

Students must keep a photocopy or electronic copy of assignments. In all but exceptional circumstances, claims about 'lost' assignments cannot be made where these copies cannot be produced.

Students who experience a disruption to their studies through ill-health or misadventure are able to apply for Special Consideration. Information related to Special Consideration can be found at: ask.mq.edu.au

The Special Consideration policy can be found at: Policy Central <http://www.mq.edu.au/policy/index.html>

Assessment Tasks

Name	Weighting	Due
HSIE and Australia's Identity	20%	18/03/2016
A HSIE Inquiry	40%	27/05/2016
Examination	40%	During examination period

HSIE and Australia's Identity

Due: **18/03/2016**

Weighting: **20%**

“The HSIE learning area across Years K-10 provides opportunities for students to learn about Australian society from a range of perspectives. Throughout their study of HSIE related subjects, students are increasingly able to construct their own understanding about the continuity and change of Australia’s identity. It is important to remember that different perspectives can often challenge ‘mainstream ideas’ about Australia and its people.” Lectures 1 & 2.

Critically evaluate this statement drawing on the relevant literature.

In your extended response:

- Outline the nature of the HSIE learning area and its importance in helping students to develop an understanding about Australia’s identity (approximately 150 words);
- Describe the similarities and differences between ‘mainstream ideas’ and TWO other perspectives about Australia’s identity (approximately 250 words); and
- Critically evaluate the claim that the media effectively promotes a range of perspectives about the changing nature of Australia’s identity (approximately 350 words).

On successful completion you will be able to:

- UO1 develop an appreciation of the complex factors shaping Australian society;
- UO2 acquire knowledge, skills, values and attitudes which enable informed decisions to be made about content and methodology in the Human Society and its Environment learning area across K-10;
- UO3 demonstrate an understanding of conceptual underpinnings and different perspectives about the key historical, social, cultural and environmental influences related to the study of Australian society;

A HSIE Inquiry

Due: **27/05/2016**

Weighting: **40%**

“Inquiry based learning should underpin our teaching methodology in the HSIE learning area. It enables students to develop their curiosity and promotes interaction between themselves and other people as well as with their surrounding environment. Inquiry based learning helps students to understand the interconnections between people and places. Inquiry based learning also helps to bring the past in to the present whilst also bringing relevance to the seemingly irrelevant.”

Investigate a local site, event or issue that clearly demonstrates either ‘continuity and change’ or ‘sustainability’. Develop an inquiry question to frame your investigation about this site, event or issue so that you can conduct the inquiry with consideration of TWO different perspectives. Once the inquiry is completed and your research findings have been analysed, develop an extended response to include the following information:

- A description about the nature and location of the local site, event or issue being investigated, its connection to either ‘continuity and change’ or ‘sustainability’, and the TWO perspectives in focus;
- A justification about the chosen sources (History oriented) or research methodologies (Geography oriented) for this investigation, and an explanation about the research findings;
- Critically evaluate the possible, predicted and preferred futures for this local site, event or issue in the context of your research findings and the TWO chosen perspectives; and
 - A concluding and reflective statement about the challenges and opportunities associated with inquiry based learning, based on your experience of this task but applied to a classroom context.

On successful completion you will be able to:

- UO2 acquire knowledge, skills, values and attitudes which enable informed decisions to be made about content and methodology in the Human Society and its Environment learning area across K-10;
- UO3 demonstrate an understanding of conceptual underpinnings and different perspectives about the key historical, social, cultural and environmental influences related to the study of Australian society;
- UO4 identify important aspects of government policy and of the Australian political system, and its implications for HSIE education; and

Examination

Due: **During examination period**

Weighting: **40%**

Outlined below are EIGHT questions. THREE of these questions will be selected for the examination. Students will be required to answer TWO of the selected questions.

Length of the examination: 1.5 hours + 10 minutes reading time

Value: 40%

Aboriginal and Torres Strait Islander histories and cultures

Question 1

NAIDOC stands for National Aborigines and Islanders Day Observance Committee. NAIDOC Week is recognised around Australia and occurs in the first week of July. Each year there is a different theme to focus the activities around. In 2016, the theme for NAIDOC week is 'Songlines: The living narrative of our nation'. The aim of NAIDOC Week is to increase awareness about and celebrate Aboriginal and Torres Strait Islander histories and cultures, as well as to recognise the contributions made by Indigenous Australians to our country and our society (adapted from www.naidoc.org.au; Lectures 4-8)

- Describe the significance of Country/Place to Aboriginal and Torres Strait Islander Peoples;
- Explain where AT LEAST TWO specific teaching and learning opportunities exist across the K-10 syllabus for History and/or Geography and how they could be used to enhance empathy and promote a deeper understanding about contestability between Indigenous and non-Indigenous Australians; and
- Critically assess the claim that Australia has much to learn from the contributions made by Aboriginal and Torres Strait Islander Peoples to communities, environments and places across the nation.

Question 2

A key element of contemporary 'cultural conflict' in Australia has been the so called 'history wars' in which a key point of contention is how the early years of colonial settlement should be addressed in the school curriculum. Conservatives want a 'grand narrative' of heroism – the taming of a hostile land and the building of a new society based on the values of mateship and egalitarianism. Progressives, on the other hand, want a 'warts and all' version of Australian history – one that acknowledges the dispossession and suffering of Indigenous Australians.

- Describe the significance of Country/Place to Aboriginal and Torres Strait Islander Peoples;
- Explain TWO different perspectives about TWO causes and effects of change experienced by Aboriginal and Torres Strait Islander Peoples since 1900; and
- Critically assess the view that full Reconciliation depends on recognition by non-Indigenous Australians that the alienation and disadvantage experienced by many Aboriginal and Torres Strait Islander Peoples can be linked to 'Terra Nullius'.

Australia's engagement with countries of the Asia region and globalisation

Question 3

There is a belief amongst some of Australia's population that the White Australia Policy was born out of fear and insecurity about those who are racially or culturally different - and some contemporary government policies still reflect this past rhetoric. There is also a belief amongst some of Australia's population that the pathway towards developing a multicultural society has been successful and that Australia enjoys close links with many countries, particularly those of the Asia region. (Lectures 7, 13-16)

- Describe the nature of 'multiculturalism' and ONE example of its evidence in Australian society as a result of government policy;
- Explain the key philosophical underpinnings of Australia's immigration policy since Federation and how Australia has become increasingly connected to countries of the Asia region; and
- Critically assess the arguments for and against offshore and mainland processing of refugees and asylum seekers who are seeking entry to Australia.

Question 4

There are many perceptions about 'Development'. An economist may consider a country to be 'developed' if its Gross Domestic Product is comparable to western capitalist economies such as the United States of America. However, a humanitarian may consider a country to be 'developed' based the proportion of the population able access high quality education and medical care at minimal expense. (Lectures 17-22)

In your extended response:

- Describe the nature 'development' and how ONE economic OR cultural event has contributed to Australia's progress;
- Explain where AT LEAST TWO specific teaching and learning opportunities exist across the K-10 syllabus for History and/or Geography and how they could be used to enhance understanding about significance and change in the context of Australia at a global scale; and
- Critically assess the claim that Australia's population enjoys living in a culturally integrated and economically developed society.

Australia's identity and place in the world

Question 5

Australia is experiencing rapid economic, demographic and social change. The population is aging and becoming more culturally diverse; the environment supports a range of land-uses and sustainable management is meant to be the focus. These changes are influencing people's decisions about where and how live. As a result, there is an ongoing debate about issues

including the opening up of a 'food bowl' in Northern Australia, the expected lifespan of the mining boom and its communities; urban planning considerations for an aging population, increasing population density and transport infrastructure. (Lectures 15-20)

In your extended response:

- Describe TWO different perspectives about ONE demographic change and ONE social change occurring across Australia;
- Explain how EACH change is influencing government policies and individual decisions about where and how to live; and
- Critically assess the arguments for and against Australia's population growth in the context of sustainability.

Question 6

Australia's national identity has been shaped over time by events, processes and people. Australia's history (such as wartime experiences and the early exploration of the Australian continent) has created images of Australia as being a 'classless' or 'egalitarian' society in which everyone gets a 'fair go' including the 'Aussie battler'. (Lectures 3-6, 9-12)

- Describe TWO factors that have contributed to Australia's identity historically but still retains relevance in a contemporary context;
- Explain where AT LEAST TWO specific teaching and learning opportunities exist across the K-10 syllabus for History and/or Geography and how they could be used to enhance understanding about perspective, and continuity and change in the context of Australia's identity; and
- Critically assess the extent to which ONE of the factors listed below has contributed to the emergence of a distinctly Australian identity:
 - Australia's physical environment and natural disasters
 - Australia's wartime experiences
 - Australia's literature and popular culture.

HSIE teaching methodology

Question 7

As teachers, you need to be ambassadors not only for the profession but for a subject or key learning area that resonates with you. One way in which to be an effective ambassador is to demonstrate best-practice and implement teaching methodologies that research would suggest is most appropriate for your subject and student learning context. (Lectures 1-2, 10)

- Describe the significance of the HSIE key learning area being included as part of a national and school curriculum across primary and secondary years of schooling;

- Explain the arguments for inquiry based learning and how you used this approach in addition to another recommended HSIE teaching methodology for a unit of work (or series of specific dot points in the syllabus) you completed as part of your professional experience; and
- Critically assess the claim that HSIE teachers should only focus on being content experts.

Question 8

The new NSW K-10 syllabus for Geography and History has been applauded for its flexibility in curriculum design. One opportunity this 'flexibility' provides teachers is for them to be able to make links between subjects of the HSIE learning area where they feel it is most appropriate. This could occur in the context of conceptual understandings (such as change) or a cross-curriculum priority (such as sustainability) (Lectures 1-2, 10)

- Describe the significance of the cross-curriculum priorities and conceptual underpinnings for teaching and learning in the HSIE key learning area across primary and secondary years of schooling;
- Explain where AT LEAST TWO specific teaching and learning opportunities exist to link a conceptual understanding and/or cross curriculum priority between HSIE subjects and how you used this approach for a unit of work (or series of specific dot points in the syllabus) you completed as part of your professional experience; and
- Critically assess the claim that teaching the subjects of the HSIE learning area in an integrated way leads to students gaining a breadth rather than depth of understanding.

On successful completion you will be able to:

- UO1 develop an appreciation of the complex factors shaping Australian society;
- UO2 acquire knowledge, skills, values and attitudes which enable informed decisions to be made about content and methodology in the Human Society and its Environment learning area across K-10;
- UO3 demonstrate an understanding of conceptual underpinnings and different perspectives about the key historical, social, cultural and environmental influences related to the study of Australian society;
- UO4 identify important aspects of government policy and of the Australian political system, and its implications for HSIE education; and
- UO5 demonstrate understanding and appreciation of Australia in its global context – including the concept of global citizenship and the processes of economic and cultural integration, geopolitics and cultural conflict.

Delivery and Resources

Lectures:	Monday (L1)	9.00am –10.00am	(E7B Mason Theatre)
	Thursday (L2)	3.00pm – 4.00pm	(X5B T1 Theatre)

Tutorials:	Monday	10.00am	E5A111	Carole Wellham
	Monday	10.00am	W6B382	Susan Caldis
	Monday	11.00am	E8A188	Carole Wellham
	Monday	11.00am	X5B143	Susan Caldis
	Monday	12.00noon	E6A109	Carole Wellham
	Thursday	2.00pm	C5C238	Alberto Marchetto
	Thursday	4.00pm	E5A160	Anastasia Zarkos
	Thursday	4.00pm	E5A170	Alberto Marchetto
	Thursday	5.00pm	C5A404	Anastasia Zarkos
	Thursday	5.00pm	X5B136	TBC

Attendance requirements

EDUC289 is a lecture and tutorial-based unit of study. Students are, therefore, required to satisfy the tutorial and on-campus day attendance requirements specified by the School of Education. Where the student fails to meet this requirement they may be asked to show cause why they should not be excluded from, or fail, the unit. Students who miss a class will be required to substantiate their reasons by supplying the relevant documentation (for example, doctors' certificates). Students should also consider lodging a 'Special Consideration' application through the University's ask@mq facility.

IEC Students: An additional non-compulsory on-campus day will be held for students engaged in Professional Experience placements and who, as a consequence, miss tutorials.

External students (on-campus days)

Students enrolled in the external mode offering MUST attend both on-campus days. If you are unable to meet this commitment you should change your enrolment status to an internal mode.

The on-campus sessions will be held on:

- Saturday 2 April – 9.00am–12.00pm and 1.00pm–4.00pm
- Saturday 21 May – 9.00am–12.00pm and 1.00pm–4.00pm

Technology requirements

Students enrolled in EDUC289 will need regular access to a computer and the Internet. There are a number of university computers in C5C (Rooms 211, 213 and 217) as well as in the dedicated teaching spaces for students studying Education (the TEL Labs C5A204). Computers in Room C5A204 can be accessed at specified times. These are posted on the door of C5A210.

The iLearn web page for this unit can be found at: <https://ilearn.mq.edu.au>

Students will need to use their own student username and password to log in and then choose EDUC289 from their My Online Units menu.

The EDUC289 iLearn facility provides students with access to:

- iLecture recordings of lectures (audio and visuals)
- A 'soft' copy of the EDUC289 Unit Outline, assignment and marking criteria.
- A discussion board.

Please do NOT contact the Unit Convener regarding iLearn technical support. Instead, contact the Macquarie University Library Student IT Help Desk (Phone: 9850 4357; Email: support@mq.edu.au)

NOTE: All official University correspondence will be sent via students' University email account. Students are strongly advised to link this account to the email account you most frequently access. DO NOT use the email or discussion facility available on iLearn to contact the Unit Convener, please use: susan.caldis@mq.edu.au

RECOMMENDED READINGS

Readings

Readings are specified on a weekly basis and are available as a 'Book of Readings' sold through the Co-op Bookshop. There will also be additional readings available on the iLearn facility.

Textbooks

In addition to the new NSW K-10 Geography syllabus and new NSW K-10 History syllabus there is no recommended set text for EDUC289, however, students will find the following books to be of particular interest:

HSIE Teaching Methodology

Burgess, D. (2012), *Teach Like A PIRATE*, Dave Burgess Consulting Incorporated

Hunter, J. (2015), *Technology Integration and High Possibility Classrooms: Building from TPACK*, Routledge Taylor & Francis

Maude, A. (2014), *Understanding and Teaching the Australian Curriculum: Geography for Primary Schools*, Hawker Brownlow Education

Price, K. (Ed) (2012), *Aboriginal and Torres Strait Islander Education: An Introduction for the Teaching Profession*, Cambridge University Press

Reynolds, R. (2012), *Teaching History and Geography & SOSE in the Primary School, second*

edition, Oxford University Press

Taylor, T., Fahey, C., Kriewaldt, J. Boon, D. (2012), *Place and Time: Explorations in Teaching Geography and History*, Pearson

HSIE related content

Altman, J. and Kerins, S. (2012), *People on Country: Vital Landscapes, Indigenous Futures*, The Federation Press

Attwood, B. (Ed.) (1996), *In the Age of Mabo: History, Aborigines and Australia*, Allen & Unwin.

Attwood, B. and Forster, S. (Eds.) (2003), *Frontier Conflict: The Australian Experience*. National Museum of Australia.

Australian Government (ND), Australian Identity [<http://www.australia.gov.au/about-australia/australian-stories/australian-identity>]

Beaumont, J. (Ed.) (1993), *Where to Now? Australia's Identity in the Nineties*, Federation Press.

Bisley, N. (2007), *Rethinking Globalisation*. Palgrave Macmillan.

Blainey, G. (1995), *A Shorter History of Australia*. Reed Books.

Brett, J., Gillespie, J. and Goot, M. (Eds.) (1994), *Developments in Australian Politics*, Macmillan Education Australia.

Boreham, P., Stokes, G. and Hall R. (Eds.) (2000), *The Politics of Australian Society*, Longman.

Bourke, C., Bourke, E. and Edwards, W. (Eds.) (1994), *Aboriginal Australia: an Introductory Reader in Aboriginal Studies*, University of Queensland Press.

Bradley, E. (2009), *A Rock To Remember: A memoir from early tourism to Uluru*, Kristina Kidd Publishing

Broome, R. (1994), *Aboriginal Australians*, (2nd Ed.), Allen & Unwin.

Butler, K. (2000). Overcoming Terra Nullius: Aboriginal perspectives in schools a site of philosophical struggle. *Educational Philosophy and Theory*, 32(1): 94–101.

Castles, F. G. (1991), *Australia Compared: People, Policies and Politics*, Allen & Unwin.

Castles, S., Cope, B., Kalantzis, M. and Morrissy, M. (1992), *Mistaken Identity: Multiculturalism and the Demise of Nationalism in Australia*. (3rd Ed.), Pluto Press.

Garrett, P. (2015). *Peter Garrett – A Memoir: Big Blue Sky*, Allen and Unwin

Gilbert, R. (Ed.). (2001). *Studying Society and Environment* (2nd Ed.). Social Science Press.

Gittins, R. (2015), *Gittins: A life among budgets, bulldust and bastardry*, Allen and Unwin

Day, D. (2005), *Claiming a Continent: A New History of Australia*, Harper Perennial.

Davison, G. (2003), Conflict in the Museum, in Attwood, B. & Foster, S. (Eds.) *Frontier Conflict: The Australian Experience*. National Museum of Australia, pp. 201–214.

Edwards, W. H. (1993), *An Introduction to Aboriginal Societies*, Social Science Press.

Elder. C. (2007), *Being Australian: Narratives of National Identity*. Allen & Unwin.

Flannery, T. F. (1994), *The Future Eaters: an ecological history of the Australasian lands and people*, Reed Books.

Galvin, M. and West, P. (1998), *A Changing Australia: Themes and Case Studies*, Harcourt Brace Jovanovich.

Grimshaw, P., Lake, M., McGrath, A. and Quartly, M. (1994), *Creating A Nation 1788-1990*, McPhee Gribble.

Hammar, J. (2015). *Daughter of the Territory*, Allen and Unwin

Healey, J. (2010). Australian National Identity. *Issues in Society*, Vol. 313. The Spinney Press.

Hocking, B. Ed. (1990), *Australia: Towards 2000*, Macmillian.

Horne, D. (1985), *The Story of the Australian People*, Readers Digest.

Horne, D. (1989), *Ideas for a Nation*, Pan Books.

Howard, J. (2010). *Lazarus Rising*. Harper Collins.

Jericho, G. (2012). *The Rise of the Fifth Estate: Social Media and Blogging in Australia*. Scribe Publications: Brunswick.

Kelly, P. (1994), *End of Certainty: Power, Politics and Business in Australia*. Allen & Unwin.

Kelly, P. (2000), *Paradise Divided: The Changes, the Challenges, the Choices for Australia*. Allen & Unwin.

Kelly, P. (2001), *100 Years: The Australian Story*. Allen & Unwin.

Kelly, P. (2009). *The March of Patriots: The Struggle for Modern Australia*. Melbourne University Press.

Kelly, P. (2014). *Triumph and Demise: The Broken Promise of a Labor generation*. Melbourne University Press.

Kohen, J. (1995), *Aboriginal Environmental Impacts*, University of New South Wales Press.

Langton, M. (1998), *Burning Questions: emerging environmental issues for indigenous peoples in northern Australia*, NTUniprint, NT.

Lippmann, L. (1994), *Generations of Resistance* (3rd Ed.), Longman Cheshire.

Megalogenis, G. (2012). *The Australian Moment*. Penguin Books Australia.

Markus, A., Jupp, J. & McDonald, P. (2009). *Australia's Immigration Revolution*. Crows Nest: Allen & Unwin.

McBride S. and Wiseman J. (Eds.) (2000), *Globalisation and its Discontent*, Macmillan.

Megalogenis, G. (2012). *The Australian Moment*. Penguin Books, Melbourne.

Mudrooroo (1995), *Us Mob – History, Culture, Struggle: An Introduction to Indigenous Australia*.

Angus and Robertson.

Partington, G. (1994), *The Australian Nation: Its British and Irish Roots*, Australian Scholarly Publishing.

Report of the Civics Expert Group (Chair: Stuart Macintyre) (1994), *Whereas the People ... Civics and Citizenship Education*, Australian Government Publishing Service.

Reynolds, H. (1981), *Other Side of the Frontier: Aboriginal Resistance to the European Invasion of Australia*. James Cook University Press.

Reynolds, H. (1989), *Dispossession: Black Australians and White Invaders*, Allen & Unwin.

Reynolds, H. (1999), *Why Weren't We Told? A Personal Search for the Truth About Our History*.

Reynolds, H. (2001), *Indelible Stain? The Question of Genocide in Australia's History*. Penguin.

Rickard, J. (1988), *Australia: A Cultural History*. Longman.

Sargent, M. (1994), *The New Sociology for Australians*, Longman Cheshire.

Sheridan, G. Ed. (1995), *Living with Dragons: Australia Confronts its Asian Destiny*. Allen & Unwin.

Sheridan, G. (1997), *Tigers: Leaders of the New Asia-Pacific*. Allen & Unwin.

Singleton, G., Aitkin, D., Jinks, B. and Warhurst, J. (2000), *Australian Political Institutions*, Longman.

Welsh, F. (2005). *Great Southern Land*. Penguin Books: UK

White, R. (1981), *Inventing Australia: Images and Identity 1788–1980*, Allen & Unwin.

Whitlock, G. and Carter, D. (Eds.) (1992), *Images of Australia: An Introductory Reader in Australian Studies*. University of Queensland Press.

Whitlock, G. and Reekie, G. (Eds.) (1993), *Uncertain Beginnings: Debates in Australian Studies*, University of Queensland Press.

Wiseman, J. (1998), *Global Nation? Australia and Politics of Globalisation*, Cambridge University Press.

Web site: 100 Years the Australian Story – <http://www.abc.net.au/100years/>

Unit Schedule

WEEK	DATE	TOPIC AREA AND PRESENTER	READINGS
1	29 February 3 March	<p>L1 Human Society and its Environment KLA: An introduction to the key concepts, perspectives, teaching methodologies and intentions of this key learning area</p> <p>L2 How has a national approach towards education and curriculum reform influenced teaching and learning in NSW schools?</p>	<p>MCCETYA (2008) Melbourne Declaration on Educational Goals for Young Australians</p> <p><i>The new NSW K-10 Geography syllabus</i>; and <i>The new NSW K-10 History syllabus</i> http://syllabus.bostes.nsw.edu.au/</p> <p>Great Teaching, Inspired Learning – A Blueprint for Action http://www.nswteachers.nsw.edu.au/great-teaching-inspired-learning/</p> <p>AITSL: Australian Professional Standards for Teachers http://www.aitsl.edu.au/australian-professional-standards-for-teachers</p> <p>and</p> <p>http://www.nswteachers.nsw.edu.au/publications-policies-resources/publications/australian-professional-standards-for-teachers/</p> <p>Supplementary readings to be made available on iLearn.</p>
2	7 March 10 March	<p>L3 How would you explain an Australian identity?</p> <p>L4 How has Australia's identity been shaped by its physical environment and by natural hazards? <i>Available online only</i></p>	<p>Elder, C. (2007). <i>Being Australian: Narratives on National Identity</i>. Crows Nest: Allen & Unwin [Introduction, pp.1-22; Part 2.8: The Heart of Country: Place, Space and Land, pp. 115–146]. (Book of Readings)</p> <p>Gittins, R. (2009). <i>The Punters Love a Good Disaster</i>. SMH 18 Feb. 2009. (Book of Readings)</p> <p>Wilkinson, M. & Cubby, B. (2009). <i>The End of Climatic Certainty</i>. (SMH Essay), 14 Feb. 2009. (Book of Readings)</p> <p>Knox, M. (2009). <i>My Country, My Tyrant</i>. (SMH Essay) 14 Feb. 2009. (Book of Readings)</p> <p>Class notes: <i>The Quest for a Distinctly Australian National Identity</i>. (Book of Readings)</p> <p>Steketee, M. (2008). Citizens Under the Sun. <i>The Australian</i>. 19 January 2008. (Book of Readings)</p> <p>Supplementary readings to be made available on iLearn.</p>

WEEK	DATE	TOPIC AREA AND PRESENTER	READINGS
3	14 March	L5 Exploring Aboriginal and Torres Strait Islander histories, culture and perspectives (1).	<p>Kelly, P. (2009). <i>The March of Patriots: The Struggle for Modern Australia</i>. Melbourne: Melbourne University Press. [Chpt. 25: Reconciliation: The Lost Opportunity, pp. 341–360]. (Book of Readings)</p> <p>Keating, P. (1992). <i>Redfern Speech</i>. 10 Dec.1992. (Book of Readings)</p> <p>Rudd, K. (2008). <i>Apology to the Stolen Generation</i>. Feb. 13, 2008. (Book of Readings)</p> <p>Henry, N. (2013). <i>Indigenous Australia</i>. The Australian Collaboration. (Book of Readings)</p>
	17 March	L6 Exploring Aboriginal and Torres Strait Islander histories, culture and perspectives (2).	<p>Yencken, D. (2013). <i>Misconceptions about Indigenous Australians</i>. The Australian Collaboration. (Book of Readings)</p> <p>Supplementary readings to be made available on iLearn.</p>
4	21 March	L7 Has Australia always been a multicultural society?	<p>Markus, A., Jupp, J. & McDonald, P. (2009). <i>Australia's Immigration Revolution</i>. Crows Nest: Allen & Unwin. [Chapter 1: Australia's Immigration Revolution, pp. 3–17] (Book of Readings)</p> <p>Markus, A., Jupp, J. & McDonald, P. (2009). <i>Australia's Immigration Revolution</i>. Crows Nest: Allen & Unwin. [Chapter 6: The Politics of Immigration, Settlement and Multiculturalism, pp. 88–105] (Book of Readings)</p>
	24 March	L8 How can Australia's past and present societies be investigated through site studies and fieldwork?	<p>Kelly, P. (2009). <i>The March of Patriots: The Struggle for Modern Australia</i>. Melbourne: Melbourne University Press. [Chpt. 14: Protecting the Borders, pp. 187–197]. (Book of Readings)</p> <p>Gittins, R. (2010). A few facts would be useful in the migration debate. <i>SMH</i>, December 11. (Book of Readings).</p> <p>Henry, N. (2013) <i>Multicultural Australia</i>. The Australian Collaboration. (Book of Readings).</p> <p>Henry, N. & Kurzak, K., (2013). <i>Immigration and Refugees</i>. The Australian Collaboration. (Book of Readings).</p> <p>Kleeman, G. (2006). Not just for fun: Using cartoons to investigate geographical issues, <i>New Zealand Geographer</i> 62, pp. 144–151.</p> <p>Supplementary readings to be made available on iLearn.</p>

WEEK	DATE	TOPIC AREA AND PRESENTER	READINGS
5	28 March (Easter Monday)	L9 Is Australia's egalitarian society a myth or a reality? <i>Available online only</i>	Saunders (2009). <i>Living off the Public Teat</i> (SMH Essay), 21 February 2009. (Book of Readings)
	31 March	L10 What could be more important than teaching content in HSIE?	Iverson, D. (2008). <i>In Defence of Social Justice</i> . (SMH, 25 July 2008). (Book of Readings) Gittins, R. (2010) Is Australia the Land of Fair Go? ACTU Whitlam Lecture, Melbourne, Tuesday, November 30, 2010. (Book of Readings). Sowey, M. (2013). <i>A Fair Australia</i> . The Australian Collaboration. (Book of Readings). Australian Council of Social Service (2013). <i>Poverty and its Causes: A summary</i> . The Australian Collaboration. (Book of Readings). Kurzak, K. (2013). Social Inclusion, Australian Collaboration. (Book of Readings) Supplementary readings to be made available on iLearn.
On-campus Day 1: Saturday 2 April			
6	4 April	L11 How is Australia's national identity informed by its literature and popular culture? <i>Presented by guest lecturer Ms Michele Elborough</i>	Elder, C. (2007). <i>Being Australian: Narratives on National Identity</i> . Crows Nest: Allen & Unwin [Part 2.7: The Cultural Nation: Art, Cinema and Music, pp. 181–211]. (Book of Readings)
	7 April	L12 How has Australia's national identity been shaped by its wartime experiences? <i>Presented by guest lecturer Mr Alberto Marchetto</i>	Bryant, N. (2009). On Framing Australia. <i>The Australian</i> . 21 March 2009. (Book of Readings) Keating, P. (1993) Remembrance Day Speech: Eulogy at the funeral service of the Unknown Australian Soldier, 11 Nov. 1993. http://www.awm.gov.au/media/keating.mp3 (Book of Readings) Supplementary readings to be made available on iLearn.
Mid semester break			
7		No Lecture – Professional Experience Block	
8		No Lecture – Professional Experience Block	
9	9 May	L13 Civics and citizenship and values education	Yencken, D. (2010). <i>The Role of Government in Australia</i> . The Australian Collaboration. (Book of Readings). Supplementary readings to be made available on iLearn.
	12 May	L14 Governing Australia	

WEEK	DATE	TOPIC AREA AND PRESENTER	READINGS
10	16 May 19 May	L15 What are the contemporary challenges and opportunities associated with the interconnections between Australia and countries of the Asia region? Has this changed over time? L16 What are the possible, predicted and preferred futures for Australia's environments and communities?	Keating, P. (1993) Remembrance Day Speech: Eulogy at the funeral service of the Unknown Australian Soldier, 11 Nov. 1993. http://www.awm.gov.au/media/keating.mp3 (Book of Readings) Kelly, P. (2009). <i>The March of Patriots: The Struggle for Modern Australia</i> . Melbourne: Melbourne University Press. [Chpt. 4: Keating Launches the Culture War, pp. 65–74]. (Book of Readings) Kelly, P. (2009). <i>The March of Patriots: The Struggle for Modern Australia</i> . Melbourne: Melbourne University Press. [Chpt. 11: The Patriotism Puzzle, pp. 148–158]. (Book of Readings) Attwood, B. & Foster, S. (2003). <i>Frontier Conflict: The Australian Experience</i> . Canberra: National Museum of Australia, pp. 1–30. (Book of Readings) Davison, G. (2003). Conflict in the Museum, in Attwood, B. & Foster, S. G. <i>Frontier Conflict: The Australian Experience</i> . Canberra: National Museum of Australia, pp. 201–214. (Book of Readings) Clark, A. (2008). Chapter 2 <i>The Allure of Anzac</i> (pp.43–63). In: Clark, A. (2008). <i>History's Children: History Wars in the Classroom</i> . Sydney: University of NSW Press. (Book of Readings) Supplementary readings to be made available on iLearn.
On-campus Day 2: Saturday 21 May			
11	23 May 26 May	L17 The changing economic and cultural significance of Sydney and its pathway towards achieving a sustainable future L18 What is Australia's geopolitical context?	Salt, B. (2009). It's time for the burbs to be heard. <i>The Australian</i> . 13 August 2009. (Book of Readings) Salt, B. (Extracts from: The Big Shift) http://www.bernardsalt.com.au/publications/the-big-shift (Book of Readings) Readings to be made available on iLearn.
12	30 May 2 June	L19 How is Australia's place in the world changing economically? Available online only L20 What is cultural integration? How has this process connected and changed people and places in Australia and throughout the world? Available online only	Suter, K. (2005). <i>Global Notebook</i> . Chapter 10: What is Globalisation? Pp. 71–77. (Book of Readings) Steger, B. (2008). <i>Globalization: A very short introduction</i> . Chapter 1: Globalization: A contested concept. Oxford: OUP, pp. 1–16. (Book of Readings) Bisley, N. (2007). <i>Rethinking Globalisation</i> . Houndsmills: Palgrave Macmillan, pp. 1–31. (Book of Readings). Gittins, R. (2010). At your service, our economy's a work in progress, <i>SMH, November 20, 2010</i> . (Book of Readings). Supplementary readings to be made available on iLearn.

WEEK	DATE	TOPIC AREA AND PRESENTER	READINGS
13	6 June	L21 Investigating the cause and effects of global inequalities, Part 1.	Sowey, M., (2011). Global Poverty, <i>Australian Collaboration</i> . Supplementary readings to be made available on iLearn.
	9 June	L22 Investigating the cause and effects of global inequalities, Part 2.	

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

New Assessment Policy in effect from Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy_2016.html. For more information visit http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.m](#)

mq.edu.au.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcome

- UO5 demonstrate understanding and appreciation of Australia in its global context – including the concept of global citizenship and the processes of economic and cultural integration, geopolitics and cultural conflict.

Assessment task

- A HSIE Inquiry

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- UO1 develop an appreciation of the complex factors shaping Australian society;
- UO2 acquire knowledge, skills, values and attitudes which enable informed decisions to be made about content and methodology in the Human Society and its Environment learning area across K-10;
- UO3 demonstrate an understanding of conceptual underpinnings and different perspectives about the key historical, social, cultural and environmental influences related to the study of Australian society;
- UO4 identify important aspects of government policy and of the Australian political system, and its implications for HSIE education; and
- UO5 demonstrate understanding and appreciation of Australia in its global context – including the concept of global citizenship and the processes of economic and cultural integration, geopolitics and cultural conflict.

Assessment tasks

- HSIE and Australia's Identity
- A HSIE Inquiry
- Examination

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- UO1 develop an appreciation of the complex factors shaping Australian society;
- UO2 acquire knowledge, skills, values and attitudes which enable informed decisions to be made about content and methodology in the Human Society and its Environment learning area across K-10;
- UO3 demonstrate an understanding of conceptual underpinnings and different perspectives about the key historical, social, cultural and environmental influences related to the study of Australian society;
- UO4 identify important aspects of government policy and of the Australian political system, and its implications for HSIE education; and
- UO5 demonstrate understanding and appreciation of Australia in its global context – including the concept of global citizenship and the processes of economic and cultural integration, geopolitics and cultural conflict.

Assessment tasks

- HSIE and Australia's Identity
- A HSIE Inquiry
- Examination

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- UO1 develop an appreciation of the complex factors shaping Australian society;
- UO2 acquire knowledge, skills, values and attitudes which enable informed decisions to be made about content and methodology in the Human Society and its Environment learning area across K-10;
- UO3 demonstrate an understanding of conceptual underpinnings and different perspectives about the key historical, social, cultural and environmental influences related to the study of Australian society;
- UO4 identify important aspects of government policy and of the Australian political system, and its implications for HSIE education; and

- UO5 demonstrate understanding and appreciation of Australia in its global context – including the concept of global citizenship and the processes of economic and cultural integration, geopolitics and cultural conflict.

Assessment tasks

- HSIE and Australia's Identity
- A HSIE Inquiry
- Examination

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- UO1 develop an appreciation of the complex factors shaping Australian society;
- UO2 acquire knowledge, skills, values and attitudes which enable informed decisions to be made about content and methodology in the Human Society and its Environment learning area across K-10;
- UO3 demonstrate an understanding of conceptual underpinnings and different perspectives about the key historical, social, cultural and environmental influences related to the study of Australian society;
- UO4 identify important aspects of government policy and of the Australian political system, and its implications for HSIE education; and
- UO5 demonstrate understanding and appreciation of Australia in its global context – including the concept of global citizenship and the processes of economic and cultural integration, geopolitics and cultural conflict.

Assessment tasks

- HSIE and Australia's Identity
- A HSIE Inquiry
- Examination

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to

read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- UO1 develop an appreciation of the complex factors shaping Australian society;
- UO2 acquire knowledge, skills, values and attitudes which enable informed decisions to be made about content and methodology in the Human Society and its Environment learning area across K-10;
- UO4 identify important aspects of government policy and of the Australian political system, and its implications for HSIE education; and
- UO5 demonstrate understanding and appreciation of Australia in its global context – including the concept of global citizenship and the processes of economic and cultural integration, geopolitics and cultural conflict.

Assessment tasks

- HSIE and Australia's Identity
- Examination

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- UO2 acquire knowledge, skills, values and attitudes which enable informed decisions to be made about content and methodology in the Human Society and its Environment learning area across K-10;
- UO4 identify important aspects of government policy and of the Australian political system, and its implications for HSIE education; and
- UO5 demonstrate understanding and appreciation of Australia in its global context – including the concept of global citizenship and the processes of economic and cultural integration, geopolitics and cultural conflict.

Assessment tasks

- A HSIE Inquiry
- Examination

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcome

- UO5 demonstrate understanding and appreciation of Australia in its global context – including the concept of global citizenship and the processes of economic and cultural integration, geopolitics and cultural conflict.

Assessment tasks

- A HSIE Inquiry
- Examination

Changes from Previous Offering

As a result of formal and informal feedback received from students and academic staff the following changes have been made to the 2015 offering of EDUC289:

- The schedule of assessment tasks has been modified;
- The focus of knowledge, understanding and skills has been modified to reflect new syllabus requirements for Kindergarten to Year 10 in both History and Geography;
- A focus on HSIE methodology has been incorporated in to several lectures.