EDUC289

Human Society and its Environment

S1 Day 2017

Department of Educational Studies

Contents

General Information

Unit convenor and teaching staff
Unit convenor
Susan Caldis
susan.caldis@mq.edu.au
Contact via via email
Thursdays and Fridays or by appointment

Credit points
3

Prerequisites
((12cp at 100 level or above) 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.

Assessment Tasks

Name	Weighting	Hurdle	Due
HSIE and Australia's Identity	20%	Yes	26/03/2017 at 11.30pm
HSIE Inquiry	40%	Yes	04/06/2017 by 11.30pm
Examination	40%	Yes	During examination period

HSIE and Australia's Identity

Due: **26/03/2017 at 11.30pm**

Weighting: **20%**

This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

"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;
- 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.

HSIE Inquiry

Due: **04/06/2017 by 11.30pm**
Weighting: **40%**
This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

"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:

- 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.

Examination

Due: **During examination period**
Weighting: **40%**
This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

There are SIX questions below. THREE of these questions will be selected for the examination. Students will be required to select TWO questions from which to respond.

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

Question 1

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. In your extended response, with reference to this statement:

- Describe the nature of 'multiculturalism' and ONE example of its evidence in Australian society occurring 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 2

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. In your extended response, with reference to this statement:

- 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 3

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'.

- 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.

• Describe TWO different perspectives about ONE demographic change and ONE social change occurring across Australia;

Question 4

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 age-ing population, increasing population density and transport infrastructure. In your extended response, with reference to this statement:

- 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.

Aboriginal and Torres Strait Islander histories and cultures

Question 5

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 2017, the theme for NAIDOC week is 'Our languages matter'. 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). In your extended response, with reference to this statement:

- 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 6

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. In your extended response, with reference to this statement:

- 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'.

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Delivery and Resources

COURSE DELIVERY

Lectures: Thursday 5pm - 6pm (Lecture 1) in C5C T1; and Friday 12pm - 1pm (Lecture 2) in C5C T1

Tutorials: Thursday's and Fridays (starting Week 1).

Tutorial 1, Thursday 4pm - 5pm in W6B 325 with Susan Caldis

Tutorial 2, Thursday 3pm - 4pm in W6B 383 with Susan Caldis

Tutorial 3, Friday 11am - 12pm in C5A 307 with Alberto Marchetto

Tutorial 4, Friday 9am - 10am in W5A 103 with Alberto Marchetto

Tutorial 5, Thursday 10am - 11am in W5C 211 with Carole Wellham

Tutorial 6, Friday 10am - 11am in W5C 303 with Alberto Marchetto

Tutorial 7, Thursday 11am - 12pm in W5C 211 with Carole Wellham

RECOMMENDED TEXTS

Readings

Readings are specified on a weekly basis and made available through iLearn. There will also be additional readings available on the iLearn facility.

Textbooks

The content related to HSIE education is often considered to be dynamic, perspective-laden and contextual, therefore, the need to remain informed through a variety of contemporary media sources is essential. 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 may find one or more of the following books to be of 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.

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

Unit Schedule				
WEEK	**DATE**	**TOPIC AREA AND PRESENTER**		**READINGS**

| 1 | 2nd March

3rd March | **L1 Human Society and its Environment KLA: An introduction to the key concepts, perspectives, teaching methodologies and intentions of this key learning area**

L2 How has a national approach towards education and curriculum reform influenced teaching and learning in NSW schools? | MCCETYA (2008) Melbourne Declaration on Educational Goals for Young Australians

The new NSW K-10 Geography syllabus; and *The new NSW K-10 History syllabus* http://syllabus.bostes.nsw.edu.au/

Great Teaching, Inspired Learning – A Blueprint for Action http://www.nswteachers.nsw.edu.au/great-teaching-inspired-learning/

AITSL: Australian Professional Standards for Teachers http://www.aitsl.edu.au/australian-professional-standards-for-teachers

and

http://www.nswteachers.nsw.edu.au/publications-policies-resources/ publications/australian-professional- standards-for-teachers/

Supplementary readings to be made available on iLearn. |

WEEK	DATE	TOPIC AREA AND PRESENTER	READINGS
2	9th March 10th March	**L3 How would you explain an Australian identity?** · **L4 How has Australia's identity been shaped by its physical environment and by natural hazards?** *Available online only*	Elder, C. (2007). *Being Australian: Narratives on National Identity*. Crows Nest: Allen & Unwin [Introduction, pp.1-22; Part 2.8: The Heart of Country: Place, Space and Land, pp. 115–146]. Gittins, R. (2009). *The Punters Love a Good Disaster*. SMH 18 Feb. 2009. Wilkinson, M. & Cubby, B. (2009). *The End of Climatic Certainty*. (SMH Essay), 14 Feb. 2009. Knox. M. (2009*). My Country, My Tyrant*. (SMH Essay) 14 Feb. 2009. (Book of Readings) Steketee, M. (2008). Citizens Under the Sun. *The Australian*. 19 January 2008. Supplementary readings to be made available on iLearn.

WEEK	DATE	TOPIC AREA AND PRESENTER	READINGS

| 3 | 16th March

 17th March | **L5 Exploring Aboriginal and Torres Strait Islander histories, culture and perspectives (1).**

 L6 Exploring Aboriginal and Torres Strait Islander histories, culture and perspectives (2). | Kelly, P. (2009). *The March of Patriots: The Struggle for Modern Australia*. Melbourne: Melbourne University Press. [Chpt. 25: Reconciliation: The Lost Opportunity, pp. 341–360].

 Keating, P. (1992). *Redfern Speech*. 10 Dec.1992.

 Rudd, K. (2008). *Apology to the Stolen Generation*. Feb. 13, 2008.

 Henry, N. (2013). *Indigenous Australia*. The Australian Collaboration. (Book of Readings)

 Yencken, D. (2013). *Misconceptions about Indigenous Australians*. The Australian Collaboration.

 Supplementary readings to be made available on iLearn. |

WEEK	DATE	TOPIC AREA AND PRESENTER	READINGS
4	23rd March 24th March		Markus, A., Jupp, J. & McDonald, P. (2009). *Australia's Immigration Revolution*. Crows Nest: Allen & Unwin. [Chapter 6: The Politics of Immigration, Settlement and Multiculturalism, pp. 88–105] Kelly, P. (2009). *The March of Patriots: The Struggle for Modern Australia*. Melbourne: Melbourne University Press. [Chpt. 14: Protecting the Borders, pp. 187–197]. Gittins, R. (2010). A few facts would be useful in the migration debate. *SMH*, December 11. Henry, N. (2013) *Multicultural Australia.* The Australian Collaboration. Henry, N. & Kurzak, K., (2013). *Immigration and Refugees*. The Australian Collaboration. Kleeman, G. (2006). Not just for fun: Using cartoons to investigate geographical issues, New Zealand Geographer 62, pp. 144–151. Supplementary readings to be made available on iLearn.

WEEK	DATE	TOPIC AREA AND PRESENTER	READINGS
5	30th March 31st March	**L9 Is Australia's egalitarian society a myth or a reality?** *Available online only* **L10 What could be more important than teaching content in HSIE?**	Gittins, R. (2010) Is Australia the Land of Fair Go? ACTU Whitlam Lecture, Melbourne, Tuesday, November 30, 2010. Sowey, M. (2013). *A Fair Australia*. The Australian Collaboration. Australian Council of Social Service (2013). *Poverty and its Causes: A summary*. The Australian Collaboration. Kurzak, K. (2013). Social Inclusion, Australian Collaboration. Supplementary readings to be made available on iLearn.

WEEK	DATE	TOPIC AREA AND PRESENTER	READINGS
6	6th April 7th April	**L11 How is Australia's national identity informed by its literature and popular culture?** *Presented by guest lecturer Ms Michele Elborough* **L12 How has Australia's national identity been shaped by its wartime experiences?** *Presented by guest lecturer Mr Alberto Marchetto*	Elder, C. (2007). *Being Australian: Narratives on National Identity*. Crows Nest: Allen & Unwin [Part 2.7: The Cultural Nation: Art, Cinema and Music, pp. 181–211]. Bryant, N. (2009). On Framing Australia. *The Australian.* 21 March 2009. 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 Supplementary readings to be made available on iLearn.
Mid semester break			
7		**No Lecture or tutorial for any EDUC289 student due to Professional Experience Block**	
8		**No Lecture or tutorial for EDUC289 student due to Professional Experience Block**	
9	11th May 12th May	**L13 Civics and citizenship and values education** *Both lectures presented by guest lecturer Dr John de Nobile* **L14 Governing Australia**	Yencken, D. (2010). *The Role of Government in Australia*. The Australian Collaboration. (Book of Readings). Supplementary readings to be made available on iLearn.

WEEK	DATE	TOPIC AREA AND PRESENTER	READINGS

WEEK	DATE	TOPIC AREA AND PRESENTER	READINGS
10	18th May 19th 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 Kelly, P. (2009). *The March of Patriots: The Struggle for Modern Australia*. Melbourne: Melbourne University Press. [Chpt. 4: Keating Launches the Culture War, pp. 65–74]. Kelly, P. (2009). *The March of Patriots: The Struggle for Modern Australia*. Melbourne: Melbourne University Press. [Chpt. 11: The Patriotism Puzzle, pp. 148–158]. Attwood, B. & Foster, S. (2003). *Frontier Conflict: The Australian Experience*. Canberra: National Museum of Australia, pp. 1–30. Davison, G. (2003). Conflict in the Museum, in Attwood, B. & Foster, S. G. *Frontier Conflict: The Australian Experience*. Canberra: National Museum of Australia, pp. 201–214. Clark, A. (2008). Chapter 2 *The Allure of Anzac* (pp.43–63). In: Clark, A. (2008). History's Children: History Wars in the Classroom. Sydney: University of NSW Press. Supplementary readings to be made available on iLearn.

WEEK	DATE	TOPIC AREA AND PRESENTER	READINGS
On-campus Days: dates TBC			
11	25th 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. *The Australian.* 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	1st June 2nd June	**L19 How is Australia's place in the world changing economically?** **L20 What is cultural integration? How has this process connected and changed people and places in Australia and throughout the world?**	Suter, K. (2005). *Global Notebook*. Chapter 10: What is Globalisation? Pp. 71–77. (Book of Readings) Steger, B. (2008). *Globalization: A very short introduction*. Chapter 1: Globalization: A contested concept. Oxford: OUP, pp. 1–16. Bisley, N. (2007). *Rethinking Globalisation*. Houndsmills: Palgrave Macmillan, pp. 1–31. Gittins, R. (2010). At your service, our economy's a work in progress, *SMH, November 20, 2010.* Supplementary readings to be made available on iLearn.

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

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy_2016.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 (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration

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.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 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;
- 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;
- 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

- 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
- HSIE Inquiry
- Examination

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

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;

- 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;

- 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

- HSIE Inquiry

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
- 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;
- 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
- 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

- 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;

- 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

- HSIE Inquiry

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

- 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
- HSIE Inquiry
- 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

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

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 outcomes

- 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

- HSIE Inquiry