



EDUC289

Human Society and its Environment

S1 External 2019

Department of Educational Studies

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	3
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	8
<u>Delivery and Resources</u>	9
<u>Unit Schedule</u>	14
<u>Policies and Procedures</u>	17
<u>Graduate Capabilities</u>	19
<u>Changes since First Published</u>	23

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General Information

Unit convenor and teaching staff

Unit Convenor

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By appointment

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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

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

TASK 1: Australia's multicultural society

Description

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 Asian region.

Task:

- Describe the nature of *multiculturalism* and how it has developed in Australia. (500 words).
- Explain how immigration and therefore *multiculturalism* in Australia has been affected by changing political views (500 words).
- Critically assess the effectiveness of Australian government policy regarding refugees and asylum seekers (1000 words).

Date due: 30/04/19 by 23:00

Weighting: 50%

Length: 2000 words

Unit outcomes assessed: UO1; UO2; UO3; UO4; UO5

Graduate capabilities assessed: GC1; GC2; GC3; GC5; GC8

Rubric/ Marking Criteria/ Performance Standards available on iLearn

TASK 2: Australia: a country where everyone gets a fair-go!

Description

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'.

Task:

- Describe how *egalitarianism* has developed in Australia. (500 words)
- Explain how inequalities are defined, measured and evident in Australian society (500 words)
- Critically assess the reasons behind the proposition that some groups get more of a fair-go than others (1000 words)

Date due: 13/06/19 – 23:00

Weighting: 50%

Length: 2000 words

Unit outcomes assessed: UO1; UO2; UO3; UO4; UO5

Graduate capabilities assessed: GC1; GC2; GC3; GC4; GC6; GC7; GC8

Rubric/ Marking Criteria/ Performance Standards available on iLearn

Assessment Presentation and Submission Guidelines

Please follow these guidelines when you submit each assignment:

- Allow a left and right-hand margin of at least 2cm in all assignments.
- Please type all assignments using 12-point font and 1.5 spacing.
- All assessments must be submitted through Turnitin in .doc or .pdf format
- It is the responsibility of the student to ensure that all assessments are successfully submitted through Turnitin.
- Faculty assignment cover sheets are NOT required.

Draft Submissions & Turnitin Originality Reports

- Students may use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- Students are strongly encouraged to upload a draft copy of each assessment to Turnitin at least one week prior to the due date to obtain an Originality Report.
- The Originality Report provides students with a similarity index that may indicate if plagiarism has occurred. Students will be able to make amendments to their drafts prior to their final submission on the due date.
- Generally, one Originality Report is generated every 24 hours up to the due date.

Please note:

- Students should regularly save a copy of all assignments before submission,
- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.

Assignment extensions and late penalties

- In general, there should be no need for extensions except through illness or misadventure that would be categorised as serious and unavoidable disruption according to the University definition of same, see: <https://students.mq.edu.au/study/my-study-program/special-consideration>
- Applications for extensions must be made via AskMQ according to the Special Consideration policy. Extensions can only be granted if they meet the Special Considerations policy and are submitted via <https://ask.mq.edu.au/>. This will ensure consistency in the consideration of such requests is maintained.
- Late submissions without extension will receive a penalty of 5% reduction of the total possible mark for each day late (including weekends and public holidays). You are reminded that submitting even just 1 day late could be the difference between passing

and failing a unit. Late penalties are applied by unit convenors or their delegates after tasks are assessed.

- No assessable work will be accepted after the return/release of marked work on the same topic. If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.
- Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

Requesting a re-assessment of an assignment

If you have **evidence** that your task has been incorrectly assessed against the grade descriptors you can request a re-mark. To request a re-mark you need to contact the unit convenor within **7 days** of the date of return of the assignment and provide **a detailed assessment of your script against the task criteria**. Evidence from your assignment must be provided to support your judgements.

Note: Failed assessments cannot be re-marked as they are all double-marked as a part of the moderation process.

Please note: The outcome of a re-mark may be a **higher/lower or unchanged grade**. Grades are *standards referenced* and effort is NOT a criterion.

University policy on grading

Criteria for awarding grades for assessment tasks

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading Policy. The following descriptive criteria are included for your information.

Descriptive Criteria for awarding grades in the unit

In order to meet the unit outcomes and successfully pass this unit, students must make a genuine attempt at all assessment tasks. Where any submitted assessment task is considered to be unsatisfactory in this regard, the highest possible final grade that can be awarded for the unit will be 45.

Students will be awarded grades ranging from HD to F according to guidelines set out in the policy: <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment-in-effect-from-session-2-2016>

The following generic grade descriptors provide university-wide standards for awarding final grades.

Grade	Descriptor
HD (High Distinction)	Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.
D (Distinction)	Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.
Cr (Credit)	Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.
P (Pass).	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes

F (Fail)	Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.
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Note: *If you fail a unit with a professional experience component the fail grade will be on your transcript irrespective of the timing of the placement.*

Withdrawing from this UG Unit

If you are considering withdrawing from this unit, please seek academic advice via <https://ask.mq.edu.au> before doing so as this unit may be a co-requisite or prerequisite for units in the following sessions and may impact on your progression through the degree.

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](#).

NOTE: Numerical marks will NOT be awarded for individual assessment tasks.

In this unit, all tasks will be reported by GRADES.

Marks are only shown for your final reported grade for this Unit.

Assessment Tasks

Name	Weighting	Hurdle	Due
Multicultural Australia	50%	No	30/04/2019
A 'fair go' in Australia	50%	No	13/06/2019

Multicultural Australia

Due: **30/04/2019**

Weighting: **50%**

Assessment Task 1 is a critical evaluation about the effectiveness of Australian government policy using the lens of multiculturalism (2000 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 'fair go' in Australia

Due: **13/06/2019**

Weighting: **50%**

Assessment Task 2 is a critical evaluation about Australia being a considered as an 'egalitarian' society where everyone gets a 'fair go' (2000 words)

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
- 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

Attendance:

All classes for this unit begin:

Session 1: Week 1 (Monday 25 February, 2019)

This includes lectures and tutorials.

There are two (2) lectures each week covering different content, they are not repeat lectures. The lectures will be held on:

- Monday 11am, T3 Theatre, 14 Sir Christopher Ondaatje (SCO) Avenue
- Wednesday 11am, T3 Theatre, 14 Sir Christopher Ondaatje (SCO) Avenue

Internal students

Internal students are expected to attend the lectures and engage with the discussion forums. Internal students are required to enrol in and attend one (1) tutorial each week. Tutorials will be held on:

- Monday 12pm; 1pm; 2pm. Each tutorial is held in Room 368, 14 Eastern Road
- Wednesday 12pm, Room 117, 8 Sir Christopher Ondaatje (SCO) Avenue;
- Wednesday 1pm, Room 110, 11 Wally's Walk

External students

Attendance at **All** on-campus sessions is **compulsory**. These will be held on:

- Thursday 18 April: 9.00am–12.00pm and 1.00pm–4.00pm
- Saturday 18 May: 9.00am–12.00pm and 1.00pm–4.00pm

A schedule for the on-campus sessions can be found on iLearn.

External students are expected to listen to the Monday and Wednesday lectures each week and engage with the discussion forums. External students are required to enrol in and attend BOTH on-campus days.

Please do not enrol in external mode if you cannot attend both of these days.

This unit has a full web presence through *iLearn*.

Students will need regular access to a computer and the Internet to complete this unit.

Weekly access to iLearn is compulsory for all students. Important assessment information will be posted here, as will other relevant unit notices and materials, including a reading template and guide to lecture note taking to assist your studies.

Various activities and materials for discussion and critical reflection are included and external students especially are encouraged to use this web component. Electronic links and suggested references will be included in the Resources section. Please check the iLearn unit regularly.

Lectures

Weekly lectures are available on the web through the ECHO360 lecture component. You must listen to all lectures if you do not attend these 'live'.

PowerPoint slides are available in iLearn in advance of the weekly lecture and/or are available in

the Active Learning Tool.

Access and technical assistance

Information for students about access to the online component of this unit is available at ilearn.mq.edu.au/login/MQ/. You will need to enter your student username and password.

Please do **NOT** contact the Unit Convenor regarding *iLearn* technical help.

No extensions will be given for any technical issues. Allow enough time for your submissions.

Assistance is available from IT Helpdesk ph: 1800 67 4357, or log a request at help.mq.edu.au. OneHelp is the online IT support service for both students and staff.

This unit requires students to use several ICT and software skills:

- **Internet access:** The *iLearn* site contains materials for this unit; it is also required for the online submission of all Assessment Tasks, and for the use of Turnitin submission for ALL tasks.
- **Word processing, visual representations, and document formatting:** You are required to use an appropriate form of software to present your assignments.
- **Uploading** of assessment tasks to **iLearn**.

There is an expectation that you complete the scholarly reading in this unit. It is an integral part of your study of EDUC289.

Prescribed Texts:

The following is available online and from the University Cooperative Bookshop and it is **essential** for this unit.

NESA (2015). Geography K-10. Retrieved 7 February, 2018 from: http://syllabus.nesa.nsw.edu.au/assets/geographyk10/downloads/geographyk10_full.pdf

NESA (2012). *History K-6: Syllabus*. Retrieved 7 February, 2018 from http://syllabus.nesa.nsw.edu.au/assets/historyk10/downloads/historyk10_full.pdf

Recommended Reading, References and Resources

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

Gilbert, R. & Hoepper, B. (Eds.), (2017). *Teaching humanities and social sciences: history, geography, economics & citizenship in the Australian curriculum* (6e). South Melbourne (Vic): Centage Learning.

Harris, M., Nakata, M. & Carlson, B. (2013). *The politics of identity: Emerging Indigeneity*.

Sydney: UTSePress.

Harrison, N. and Sellwood, J. (2016). *Learning and Teaching in Aboriginal and Torres Strait Islander education* (3e). Melbourne: Oxford University Press.

Harrison, N. (2015). Learning and Teaching on Darug country. Retrieved 20 January, 2018 from: www.learndarug.com/

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

Marr, D. (2017). 'The White Queen'. In *Quarterly Essay*, issue 65.

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

Maude, A. (2014). Comments on the recommendations relating to Geography in the review of the Australian Curriculum. *Geographical Education*, 27: 13-18.

Maude, A. M. (2013) Developing a national geography curriculum for Australia, *International Research in Geographical and Environmental Education*, 23:1, 40-52.

Reynolds, R. (2014). *Teaching humanities and social sciences in the primary school* (3e). Melbourne: Oxford University Press.

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

Further Professional reading and references:

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

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

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

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

Clarke, A. (2008). *History's children: History wars in the classroom*. Sydney: UNSW 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.

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

Gilbert, R & Hoepper, B. (eds.), (2014). *Teaching humanities and social sciences: history, geography, economics & citizenship in the Australian curriculum (5e)*. South Melbourne (Vic): Centage Learning.

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

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

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

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

Kelly, P. (2001). *100 Years: The Australian Story*. Sydney: 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.

Lawless, J & Cameron, K. (2012). *Discovering history: Lower Primary*. Melbourne: Pearson.

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.

Price, K. (2012). *Aboriginal and Torres Strait Islander education: An introduction for the teaching profession*. London: Cambridge.

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

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

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

Professional Associations

Geography Teachers Association of NSW (2018). Retrieved February 7, 2018 from <http://www.gtansw.org.au/>

History Teachers' Association of Australia (2018). Australian Curriculum: History Units. Retrieved February 7, 2018 from <http://www.achistoryunits.edu.au/>

Key Australian website references:

Australian Broadcasting Commission (2018). Splash. Retrieved February 7, 2018 from <http://splash.abc.net.au/media/-/m/29466/ramadan?source=early-primary-history>

Australian Broadcasting Commission (2017). *Indigenous languages map*. Retrieved February 7, 2018 from <http://www.abc.net.au/indigenous/map/>

Harrison, N. (2015). Learning and Teaching on Darug country. Retrieved 20 January, 2018 from: www.learndarug.com/

Australian Children’s Television Foundation Education Services Australia (2018). *My Place for teachers*. Retrieved January 29, 2018 from http://www.myplace.edu.au/decades_timeline/1780/decade_landing_22.html?tabRank=4

Unit Schedule

WEEK	TOPIC AREA	READINGS
1	<ul style="list-style-type: none"> 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 would you explain an Australian identity? 	<p>Reynolds, R. (2014). <i>Teaching humanities and social sciences in the primary school (3e)</i>. Chapter 1</p> <p>For reflections and critiques: the following 2 papers should be read together</p> <p>Maude, A. M. (2013) Developing a national geography curriculum for Australia, <i>International Research in Geographical and Environmental Education</i>, 23:1, 40-52.</p> <p>Harrison, N. (2017). Putting oneself in the shoes of another: Issues of empathy and intercultural understanding in the Australian geography curriculum. <i>International Research in Geographical and Environmental Education</i>. 26:4, pp. 269-280.</p>
2	<ul style="list-style-type: none"> L3 How is multiculturalism represented in Australia’s national identity? L4 How has Australia’s national identity been shaped by its wartime experiences? 	<p>Marom, Lilach (2016). A New Immigrant Experience of Navigating Multiculturalism and Indigenous Content in Teacher Education. The Canadian Journal of Higher Education; vol. 46 (4): 23-40.</p> <p>Stephen May & Christine E. Sleeter Eds. (2010). <i>Critical Multiculturalism: Theory and Praxis</i>. Routledge</p> <p>Harris, M., Nakata, M. & Carlson, B. (2013). <i>The politics of identity: Emerging Indigeneity</i>. Sydney: UTSePress.</p> <p>Australian Human Rights Commission: Face the facts: cultural diversity: see...</p> <p>https://www.humanrights.gov.au/face-facts-cultural-diversity</p> <p>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].</p> <p>Bryant, N. (2009). On Framing Australia. <i>The Australian</i>. 21 March 2009.</p> <p>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</p>

WEEK	TOPIC AREA	READINGS
3	<ul style="list-style-type: none"> • L5 Exploring Aboriginal and Torres Strait Islander histories and cultures (i). • L6 Exploring Aboriginal and Torres Strait Islander histories and cultures (ii). 	<p>@IndigenousX:</p> <p>https://indigenoux.com.au/</p> <p>Rey, J. & Harrison, N. (2018). Sydney as an Indigenous place: Goanna walking brings people together. <i>AlterNative</i>. Doi: http://journals.sagepub.com/doi/10.1177/1177180117751930</p> <p>Harrison, N. & McLean, R. (2017). Getting yourself out of the way: listening and belonging in the city. <i>Geographical Research</i>, 55:4, 359-368.</p> <p>Bawaka Country, Suchet-Pearson, S., Wright, S., Lloyd, K. and Burarrwanga, L., (2013). Caring as country: towards an ontology of co-becoming in natural resource management. <i>Asia Pacific Viewpoint</i>, 54, 185–197.</p> <p>For a critique see:</p> <p>Harrison, N. (2012). Aborigines of the Imaginary: Applying Lacan to Aboriginal education. <i>Asia-Pacific Journal of Teacher Education</i>, 40(1), 5-14.</p> <p>Fredericks, B. (2013). We don't leave our identities at the city limits': Aboriginal and Torres Strait Islander people living in urban localities. <i>Australian Aboriginal Studies</i>, (1), 4-16.</p> <p>What is working:</p> <p>Harrison, N. and Greenfield, M. (2011). Relationship to place: positioning Aboriginal knowledge and perspectives in classroom pedagogies. <i>Critical Studies in Education</i>, 52, 65-76.</p> <p>Harrison, N. and Sellwood, J. (2016). <i>Learning and Teaching in Aboriginal and Torres Strait Islander education</i> (3e). Melbourne: Oxford University Press.</p> <p>Chapters 1 and 2</p>
4	<ul style="list-style-type: none"> • L7 Civics and Citizenship and values education • L8 Governing Australia 	<p>George Megalogenis, (2010). <i>Trivial Pursuit: Leadership and the End of the Reform Era</i>. In <i>Quarterly Essay 40</i> (available @library online</p> <p>Reynolds, R. (2014). <i>Teaching humanities and social sciences in the primary school</i> (3e). chapter 3</p> <p>Yencken, D. (2010). <i>The Role of Government in Australia</i>. The Australian Collaboration.</p>

WEEK	TOPIC AREA	READINGS
5	<ul style="list-style-type: none"> • L9 Understanding progressive and conservative Australia • L10 Is Australia's egalitarian society a myth or a reality? 	<p>ABC: 'You can't ask that' http://iview.abc.net.au/collection/you-cant-as-k-that</p> <p>*David Marr (2017). 'The White Queen'. In <i>Quarterly Essay</i>, issue 65. Pages 1-18. Skim the remainder (available library online)</p> <p>*David Marr (2017). 'The White Queen'. In <i>Quarterly Essay</i>, issue 65. (also for week 3) pages 1-18</p> <p>Faustina Agolley, Tony Ayres, Paul Capsis, Anton Enus, Sally Goldner, Jeremy Law, Alyena Mohummadally, and Christos Tsiolkas, et. Aal (2017) <i>Multicultural Queer Australia: Then, Now, Future</i>.</p> <p>OR</p> <p>Jackson P & Sullivan, G (1999). <i>Multicultural Queer: Australian narratives</i>. Read any one chapter. Multiple copies from the library.</p> <p>A must read:</p> <p>"Land of the fair-go no more". See:</p> <p>http://theconversation.com/land-of-the-fair-go-no-more-wealth-in-australia-is-becoming-more-unequal-63327</p> <p>Reynolds, R. (2014). <i>Teaching humanities and social sciences in the primary school (3e)</i>. chapter 2</p> <p>Gittins, R. (2010) Is Australia the Land of Fair Go? ACTU Whitlam Lecture, Melbourne, Tuesday, November 30, 2010.</p> <p>Sowey, M. (2013). <i>A Fair Australia</i>. The Australian Collaboration.</p> <p>Australian Council of Social Service (2013). <i>Poverty and its Causes: A summary</i>. The Australian Collaboration. Also see reports and submissions:</p> <p>http://www.acoss.org.au/acoss-reports-submissions/</p> <p>ACOSS: inequality (video) https://www.acoss.org.au/inequality/</p>
6	<ul style="list-style-type: none"> • L11 Task 1 • L12 Australia and Asia's engagement with Australia (i) 	<p>https://asialink.unimelb.edu.au/ Country Starter Packs</p> <p>https://asialink.unimelb.edu.au/stories/imagining-australia-2033</p> <p>https://asialink.unimelb.edu.au/stories/liberalism-and-australias-engagement-with-asia</p> <p>https://asialink.unimelb.edu.au/stories/i-saw-the-future</p>
7	<ul style="list-style-type: none"> • L13 Task 2 • L13 Australia and Asia's engagement with Australia (ii) 	<p>https://www.latrobe.edu.au/asia/resources/asia-rising</p> <p>https://www.latrobe.edu.au/asia/resources</p>
8	No Lectures or tutorials – Professional Experience Block	
9	No Lectures or tutorials – Professional Experience Block	

WEEK	TOPIC AREA	READINGS
10	No Lectures or tutorials – Professional Experience Block	

11	<ul style="list-style-type: none"> • L15 Sustainable futures (i) • L16 Sustainable futures (ii) 	<p>Reynolds, R. (2014). <i>Teaching humanities and social sciences in the primary school (3e)</i>. Chapter 8.</p> <p>Taylor, T., Fahey, C., Kriewaldt, J. Boon, D. (2012). <i>Place and Time: Explorations in Teaching Geography and History</i>. Chapter 18.</p> <p>Flannery, T. (2008). Now or Never: A sustainable future for Australia? <i>Quarterly Essay</i></p> <p>Flannery, T. (2012). After the future: Australia's new extinction crisis. <i>Quarterly Essay</i></p> <p>Taylor, T., Fahey, C., Kriewaldt, J. Boon, D. (2012). <i>Place and Time: Explorations in Teaching Geography and History</i>. Chapter 19.</p>
12	<ul style="list-style-type: none"> • L17 Global challenges and responses (i) • L18 Global challenges and responses (ii) 	<p>Reynolds, R. (2014). Chapter 4 and 8.</p> <p>Steger, B. (2008). <i>Globalization: A very short introduction</i>. Chapter 1: Globalization: A contested concept, pp. 1–16.</p> <p>Taylor, T., Fahey, C., Kriewaldt, J. Boon, D. (2012). <i>Place and Time: Explorations in Teaching Geography and History</i>. Chapter 19.</p> <p>Salt, B. (2009). It's time for the burbs to be heard. <i>The Australian</i>. 13 August 2009.</p> <p>Salt, B. (Extracts from: The Big Shift) http://www.bernardsalt.com.au/publications/the-big-shift</p>
13	<ul style="list-style-type: none"> • L19 Review of the course 	

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/student-conduct>

Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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 or if you are a Global MBA student contact globalmba.support@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

If you are a Global MBA student contact globalmba.support@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

- 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

- A 'fair go' in Australia

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
- 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

- Multicultural Australia
- A 'fair go' in Australia

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

- 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

- Multicultural Australia
- A 'fair go' in Australia

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
- 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

- Multicultural Australia
- A 'fair go' in Australia

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
- 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

- Multicultural Australia
- A 'fair go' in Australia

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
- 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
- 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

- Multicultural Australia

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:

Assessment task

- A 'fair go' in Australia

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:

Assessment task

- A 'fair go' in Australia

Changes since First Published

Date	Description
14/02/2019	Additional information about assessment and iLearn added.