EDUC289
Human Society and its Environment
S1 Day 2017
Department of Educational Studies

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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://students.mq.edu.au/important-dates

Learning Outcomes

1. UO1 develop an appreciation of the complex factors shaping Australian society;
2. 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;
3. 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;
4. UO4 identify important aspects of government policy and of the Australian political
system, and its implications for HSIE education; and

5. 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.

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**Assessment Tasks**

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<th>Name</th>
<th>Weighting</th>
<th>Hurdle</th>
<th>Due</th>
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<tr>
<td>HSIE and Australia’s Identity</td>
<td>20%</td>
<td>Yes</td>
<td>26/03/2017 at 11.30pm</td>
</tr>
<tr>
<td>HSIE Inquiry</td>
<td>40%</td>
<td>Yes</td>
<td>04/06/2017 by 11.30pm</td>
</tr>
<tr>
<td>Examination</td>
<td>40%</td>
<td>Yes</td>
<td>During examination period</td>
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**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); and
- 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)

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This Assessment Task relates to the following 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.

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.
This Assessment Task relates to the following Learning Outcomes:

• UO1 develop an appreciation of the complex factors shaping Australian society;
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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 ageing 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'.

This Assessment Task relates to the following Learning Outcomes:

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including the concept of global citizenship and the processes of economic and cultural integration, geopolitics and cultural conflict.

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


**HSIE related content**


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


of Australia. James Cook University Press.


Web site: 100 Years the Australian Story – [http://www.abc.net.au/100years/](http://www.abc.net.au/100years/)

**Unit Schedule**

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https://unitguides.mq.edu.au/unit_offerings/72583/unit_guide/print
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### SUPPLEMENTARY READINGS TO BE MADE AVAILABLE ON ILEARN


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### WEEK 4

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<tr>
<td>8</td>
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<td>12th May</td>
<td><strong>L14 Governing Australia</strong></td>
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<td><strong>ON-CAMPUS DAYS: DATES TBC</strong></td>
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<td></td>
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<td><strong>L18 What is Australia’s geopolitical context?</strong></td>
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<td>12</td>
<td>1st June</td>
<td><strong>L19 How is Australia’s place in the world changing economically?</strong></td>
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<td>2nd June</td>
<td><strong>L20 What is cultural integration? How has this process connected and changed people and places in Australia and throughout the world?</strong></td>
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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:


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

Equity 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.

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
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;
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• 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;
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Assessment tasks

- HSIE and Australia's Identity
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;
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Assessment tasks

- HSIE and Australia’s Identity
- HSIE Inquiry
- Examination

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;
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Assessment task

- HSIE Inquiry

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;
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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

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

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Assessment tasks

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