



# EDUC289

## Human Society and its Environment

S1 External 2018

*Department of Educational Studies*

### Contents

---

<a href="#"><u>General Information</u></a>	2
<a href="#"><u>Learning Outcomes</u></a>	3
<a href="#"><u>Assessment Tasks</u></a>	3
<a href="#"><u>Delivery and Resources</u></a>	5
<a href="#"><u>Unit Schedule</u></a>	8
<a href="#"><u>Policies and Procedures</u></a>	14
<a href="#"><u>Graduate Capabilities</u></a>	15

---

#### **Disclaimer**

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

## General Information

Unit convenor and teaching staff

Lecturer

Susan Caldis

[susan.caldis@mq.edu.au](mailto:susan.caldis@mq.edu.au)

Contact via via email

by appointment

Lecturer

Neil Harrison

[neil.harrison@mq.edu.au](mailto:neil.harrison@mq.edu.au)

Contact via 98508716

X5B1016

Wednesdays 4-6

Tutor

Carole Wellham

[carole.wellham@mq.edu.au](mailto:carole.wellham@mq.edu.au)

29 Wally's Walk

Wednesdays

Tutor

Albert Marchetto

[albert.marchetto@mq.edu.au](mailto:albert.marchetto@mq.edu.au)

29 Wally's walk

Weednesdays

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
<a href="#">AT1</a>	50%	No	Semester Break
<a href="#">AT2</a>	50%	No	week 13

### AT1

Due: **Semester Break**

Weighting: **50%**

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 *multiculturalism* in Australia has been impacted through our connections with the Asia-Pacific region (500 words).
- Critically assess the Australian government policy regarding refugees and asylum seekers (1000 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;
- 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.

## AT2

Due: **week 13**

Weighting: **50%**

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 the concept and practice of *egalitarianism* has developed in Australia. (700 words)

- Critically assess how globalisation has impacted “our” understanding of egalitarianism in Australia. (For example, who gets a fair-go, and why? Think about geography and those who live in regional, remote and urban locations. Consider how egalitarianism applies to particular groups in Australia, with particular reference to Aboriginal and Torres Strait Islander people). (1300 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; and
- UO5 demonstrate understanding and appreciation of Australia in its global context - including the concept of global citizenship and the processes of economic and cultural integration, geopolitics and cultural conflict.

## Delivery and Resources

### INTERNAL COURSE DELIVERY

**Lectures:** Mondays and Wednesdays

**Tutorials:** Wednesdays (starting Week 1).

### External students

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

- Thursday 19 April - 9.00am–12.00pm and 1.00pm–5.00pm
- Saturday 19 May – 9.00am–12.00pm and 1.00pm–5.00pm

### RECOMMENDED TEXTS

#### ***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](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](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/](http://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 & Hoeppe, 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/](http://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](http://www.myplace.edu.au/decades_timeline/1780/decade_landing_22.html?tabRank=4)

## **Unit Schedule**

### **OVERVIEW OF THE WEEKLY CONTENT AND PROGRAM FOR EDUC289**



WEEK	TOPIC AREA AND PRESENTER	READINGS
1	<ul style="list-style-type: none"> <li>• L1 Human Society and its Environment KLA: An introduction to the key concepts, perspectives, teaching methodologies and intentions of this key learning area</li> <li>• L2 How has a national approach towards education and curriculum reform influenced teaching and learning in NSW schools?</li> </ul>	<p>Reynolds, R. (2014). <i>Teaching humanities and social sciences in the primary school (3e)</i>. Chapter 1</p> <p><b>For reflections and critiques: the following 2 papers should be read together</b></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> <p>For L2 see the goals of education:</p> <p>MCCETYA (2008) <i>Melbourne Declaration on Educational Goals for Young Australians</i>: <a href="http://www.curriculum.edu.au/verve/_resources/National_Declaration_on_the_Educational_Goals_for_Young_Australians.pdf">http://www.curriculum.edu.au/verve/_resources/National_Declaration_on_the_Educational_Goals_for_Young_Australians.pdf</a></p>
2	<ul style="list-style-type: none"> <li>• L3 How would you explain an Australian identity?</li> <li>• L4 How has Australia's identity been shaped by its physical and human environments?</li> </ul>	<p>*David Marr (2017). 'The White Queen'. In <i>Quarterly Essay</i>, issue 65. (also see week 3)</p> <p>Faustina Agolley, Tony Ayres, Paul Capsis, Anton Enus, Sally Goldner, Jeremy Law, Alyena Mohammadally, and Christos Tsiolkas, et. Aal (2017) <i>Multicultural Queer Australia: Then, Now, Future</i>.</p> <p>Also see Panel Discussion:</p> <p><a href="https://www.eventbrite.com.au/e/multicultural-queer-australia-then-now-future-panel-discussion-registration-41230113379">https://www.eventbrite.com.au/e/multicultural-queer-australia-then-now-future-panel-discussion-registration-41230113379</a></p> <p>Harris, M., Nakata, M. &amp; 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><a href="https://www.humanrights.gov.au/face-facts-cultural-diversity">https://www.humanrights.gov.au/face-facts-cultural-diversity</a></p> <p><b>For L4</b></p> <p>Rey, J. &amp; Harrison, N. (2018). Sydney as an Indigenous place: Goanna walking brings people together. <i>AlterNative</i>. Doi: <a href="http://journals.sagepub.com/doi/10.1177/1177180117751930">http://journals.sagepub.com/doi/10.1177/1177180117751930</a></p> <p>Harrison, N. &amp; 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>

WEEK	TOPIC AREA AND PRESENTER	READINGS
3	<ul style="list-style-type: none"> <li>• <b>L7 Has Australia always been a multicultural society?</b></li> <li>• <b>L8 How do we approach an increasingly conservative society in Australia?</b></li> </ul> <p><b>Marr (p. 3):</b> "Aborigines are forgotten, Asians are old hat. These days Hanson targets Muslims....[on the hustings in WA she said] I've just been told there's a terrorist attack that has just happened in Melbourne ....people don't look right. They are not going to assimilate into our society. How they have different ideology, different beliefs, don't abide by our laws, our culture, our way of life. Don't let them in! Make this country safe for its future generations".</p> <p>Marr adds: 'But there was no terrorist link. The accused driver is from a Greek- Australian family' (Marr, p. 3).</p>	<p>*<a href="#">Marom, Lilach</a> (2016). A New Immigrant Experience of Navigating Multiculturalism and Indigenous Content in Teacher Education. <i>The Canadian Journal of Higher Education</i>; vol. 46 (4): 23-40.</p> <p>Stephen May &amp; Christine E. Sleeter Eds. (2010). <i>Critical Multiculturalism: Theory and Praxis</i>. Routledge</p> <p>SBS: 'You can't ask that' <a href="http://iview.abc.net.au/collection/you-cant-ask-that">http://iview.abc.net.au/collection/you-cant-ask-that</a></p> <p>*David Marr (2017). 'The White Queen'. In <i>Quarterly Essay</i>, issue 65.</p>

WEEK	TOPIC AREA AND PRESENTER	READINGS
4	<ul style="list-style-type: none"> <li>• L5 Exploring Aboriginal and Torres Strait Islander histories and cultures (1).</li>   <li>• L6 Exploring Aboriginal and Torres Strait Islander histories and cultures (2).</li> </ul>	<p><b>@IndigenousX:</b>  <a href="https://indigenoux.com.au/">https://indigenoux.com.au/</a></p> <p><b>For a critique see:</b></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><b>What is working:</b></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><b>Chapters 1 and 2</b></p>
5	<ul style="list-style-type: none"> <li>• L9 Is Australia's egalitarian society a myth or a reality?</li>   <li>• L10 What could be more important than teaching content in HSIE?</li> </ul>	<p>A must read:</p> <p>"Land of the fair-go no more". See:  <a href="http://theconversation.com/land-of-the-fair-go-no-more-wealth-in-australia-is-becoming-more-unequal-63327">http://theconversation.com/land-of-the-fair-go-no-more-wealth-in-australia-is-becoming-more-unequal-63327</a></p> <p>Reynolds, R. (2014). <i>Teaching humanities and social sciences in the primary school</i> (3e). 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:  <a href="http://www.acoss.org.au/acoss-reports-submissions/">http://www.acoss.org.au/acoss-reports-submissions/</a></p>

WEEK	TOPIC AREA AND PRESENTER	READINGS
6	<ul style="list-style-type: none"> <li>L11 How is Australia's national identity informed by its literature and popular culture?</li> <li>L12 How has Australia's national identity been shaped by its wartime experiences? <i>Presented by guest lecturer Mr Alberto Marchetto</i></li> </ul>	<p>Elder, C. (2007). <i>Being Australian: Narratives on National Identity</i>. Crows Nest: Allen &amp; 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. <a href="http://www.awm.gov.au/media/keating.mp3">http://www.awm.gov.au/media/keating.mp3</a></p>
7	<ul style="list-style-type: none"> <li><b>L13 Civics and citizenship and values education</b></li> <li><b>L14 Governing Australia</b></li> </ul>	<p>George Megalogenis, (2010). <i>Trivial Pursuit: Leadership and the End of the Reform Era</i>. In <i>Quarterly Essay</i> 40 (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>
8	<b>No Lecture – Professional Experience Block</b>	
9	<b>No Lecture – Professional Experience Block</b>	
10	<b>No Lecture – Professional Experience Block</b>	

<p>11</p>	<ul style="list-style-type: none"> <li>• <b>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?</b></li> <li>• <b>L16 What are the futures for Australia’s environments and communities?</b></li> </ul>	<p>Reynolds, R. (2014). <i>Teaching humanities and social sciences in the primary school (3e)</i>. <b>Chapter 8.</b></p> <p>Taylor, T., Fahey, C., Kriewaldt, J. Boon, D. (2012). <i>Place and Time: Explorations in Teaching Geography and History</i>. <b>Chapter 18.</b></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>. <b>Chapter 19.</b></p>
<p>12</p>	<ul style="list-style-type: none"> <li>• <b>L17 How is Australia’s place in the world changing economically?</b></li> <li>• <b>L18 What is cultural integration? How has this process connected and changed people and places in Australia and throughout the world?</b></li> </ul>	<p>Reynolds chapter 4 and esp. chapter 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>. <b>Chapter 19.</b></p>
<p>13</p>	<ul style="list-style-type: none"> <li>• <b>L19 The changing economic and cultural significance of Sydney and its pathway towards achieving a sustainable future</b></li> </ul>	<p>Harrison, N. &amp; McLean, R. (2017). Getting yourself out of the way: listening and belonging in the city. <i>Geographical Research</i>, 55:4, 359-368.</p>

1. Assessment program

**ASSESSMENT summary**

Task	Due Date	Unit Outcomes Addressed	Brief Description of Task
<b>Task 1</b> <i>Australia's multicultural society (50%)</i>	18/04/18	UO1; UO2; UO3	A critical evaluation of Australian government policy
<b>Task 2.</b> <i>Australia: a country where everyone gets a fair-go! (50%)</i>	07/06/18	UO2; UO3; UO4;	This task focuses on the concept and reality of Australia as an 'egalitarian' society

**Please note:**

You must also meet all the attendance requirements (see Section 4).

To demonstrate your satisfactory achievement of the Unit's Learning Outcomes both assessment tasks are to be attempted.

## 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 \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central).

## 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 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](http://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](http://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](http://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/](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;
- 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**

- AT2

## **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**

- AT1
- AT2



## 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;

## 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

- AT1
- AT2

## Critical, Analytical and Integrative Thinking

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

This graduate capability is supported by:

## Learning outcomes

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

## Assessment tasks

- AT1
- AT2

## Problem Solving and Research Capability

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

This graduate capability is supported by:

## Learning outcomes

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

## Assessment tasks

- AT1
- AT2

## 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; 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 task**

- AT1

## **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

## **Assessment task**

- AT2

## **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**

- 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 task**

- AT2