



CHRISTIAN HERITAGE COLLEGE

**HT220**

**ISSUES IN AUSTRALIAN SOCIETY**

This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.

<b>Unit code</b>	HT220							
<b>Unit name</b>	Issues in Australian Society							
<b>Associated higher education awards</b>	Bachelor of Education (Secondary) Bachelor of Arts/Bachelor of Education (Secondary)							
<b>Duration</b>	One semester							
<b>Level</b>	Intermediate							
<b>Core/elective</b>	Elective							
<b>Weighting</b>	Unit credit points: 10 credit points							
	Total course credit points: 320 credit points							
<b>Delivery mode</b>	Internal							
<b>Student workload</b>	<i>Face-to-face on-site</i>							
	<table> <tr> <td>Contact hours</td> <td>30 hours</td> </tr> <tr> <td>Reading, study, preparation</td> <td>50 hours</td> </tr> <tr> <td>Assignment preparation</td> <td>70 hours</td> </tr> <tr> <td><b>TOTAL</b></td> <td><b>150 hours</b></td> </tr> </table>	Contact hours	30 hours	Reading, study, preparation	50 hours	Assignment preparation	70 hours	<b>TOTAL</b>
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Reading, study, preparation	50 hours							
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<b>TOTAL</b>	<b>150 hours</b>							
	Students requiring additional English language support are expected to undertake an additional one hour per week.							
<b>Prerequisites/ Co-requisites/ Restrictions</b>	<i>Prerequisite:</i> 20 credit points of 100-level HT units							
<b>Rationale</b>	<p><b>Enduring Understanding:</b></p> <p>This unit endeavours to approach Australian History from a cultural history perspective, examining a range of social and cultural issues which have contributed significantly to the current attitudes, values, status and identity of the Australian people. This is particularly important for students who generally hold to a Christian worldview of this topic. While the unit will necessarily involve a range of core experiences, there will also be scope to investigate issues of topical relevance or of particular interest to the individual student through a research project. This will provide students with a valuable opportunity to further develop their knowledge, skills and values regarding historical research and its analysis in a meaningful and relevant way.</p> <p>The overall aim of the unit is to build up a comprehensive and critical picture of contemporary Australian society, founded on a careful and detailed investigation of the trends and influences which have given Australian society its distinctive characteristics, both positive and negative. This acquisition of balanced historical perspectives on issues of current importance will help to shape students' perceptions of the social and cultural issues of significance in the twenty-first century.</p>							
<b>Learning delivery process</b>	<p><b>Internal: Face-to-face mode:</b></p> <p>Interactive engagement through face-to face lectures and access to all on-line resources:</p> <ul style="list-style-type: none"> <li>• Weekly lecture.</li> <li>• Weekly tutorial (where applicable).</li> </ul> <p>Plus on-line resources (see below).</p>							

	<p><b>On-line resources:</b></p> <ul style="list-style-type: none"> <li>• CHC learning portal (Moodle™): <ul style="list-style-type: none"> <li>– weekly lecture (may include lecture video capture (eg: Echo360), Power Point presentation and resources);</li> <li>– weekly readings;</li> <li>– study guides; and</li> <li>– assessment guides.</li> </ul> </li> <li>• Collaborative forums: Student forums and News forum.</li> <li>• Turnitin assessment and feedback tool.</li> </ul> <p>All unit outlines are reviewed prior to the offering of the unit to take account of student and lecturer feedback.</p>
<p><b>Learning outcomes</b></p>	<p>On completion of this unit, pre-service teachers will have provided evidence that they have:</p> <ol style="list-style-type: none"> <li>1. discussed issues, trends and themes in Australian society;</li> <li>2. analysed the interaction of social, political and cultural factors in the shaping of modern Australian society;</li> <li>3. applied this understanding to the development of an appreciation of the nature and character of Australian society;</li> <li>4. appreciated how the examination of past events might illustrate the critical values and choices in Australia's historical experience;</li> <li>5. Investigated recent periodical literature and diverse historiographical material; and</li> <li>6. communicated at an appropriate tertiary standard, with special attention to design elements, grammar usage, logical relations, style, referencing and presentation.</li> </ol>
<p><b>Content</b></p>	<ol style="list-style-type: none"> <li>1. Studying Australia: Reasons and approaches, including history in the Australian classroom.</li> <li>2. Australian culture &amp; identity.</li> <li>3. The Common Bond? The development of Australian citizenship.</li> <li>4. Multiculturalism and Race Relations.</li> <li>5. Interpretations of the Aboriginal past.</li> <li>6. Living History: Local History and Local Heritage.</li> <li>7. Australia and the experience of war.</li> <li>8. Cities, suburbs and communities.</li> <li>9. The future eaters?</li> <li>10. The Individual and the State.</li> </ol>
<p><b>Assessment tasks</b></p>	<p><b>Task 1: Research Paper</b></p> <p>Using the historical inquiry process, prepare a paper on a historical topic covered in the course from the Weeks 1-3 of the lecture schedule.</p> <p>Word Length/Duration: 2,500 words</p> <p>Weighting: 50%</p> <p>Assessed: Week 5</p> <p><b>Task 2: Multimodal Presentation and Paper</b></p> <p>Deliver a multi-modal presentation using digital technologies on a historical topic covered in the course from the Lecture Schedule of Weeks 4-10.</p> <p>Word Length/Duration: 1,250 words/ 5-8 minutes equivalent</p> <p>Weighting: 50%</p> <p>Assessed: Week 10</p>

Assessment alignment	Assessment Task	Learning Outcome	Content
	Task 1	1-6	1-11
	Task 2	1-6	1-11
<b>Prescribed text(s)</b>	<p>Crotty, M. &amp; Roberts, D. (2009). <i>Turning points in Australian history</i>. Sydney, NSW: University of New South Wales Press.</p> <p>Lyons, M. &amp; Russell, P (Ed) (2005). <i>Australia's history: Themes and debates</i>. Sydney, NSW: University of New South Wales Press.</p> <p>Selected readings will be available via the Moodle™ site for this unit.</p>		
<b>Recommended readings</b>	<p><b>Curriculum Readings</b></p> <p>Attwood, B. (Ed.) (1999). <i>The struggle for Aboriginal rights: A documentary history</i> (4th ed), Sydney, NSW: Allen &amp; Unwin.</p> <p>Davison, G., (2000). <i>The use and abuse of Australian history</i>. St Leonards, NSW: Allen &amp; Unwin.</p> <p>Griffiths, T. (1996). <i>Hunters and collectors: the antiquarian imagination in Australia</i>. Cambridge UK: Cambridge University Press.</p> <p>Hirst, J. (2002). <i>Australia's democracy: A short history</i>. Sydney, NSW: Allen &amp; Unwin.</p> <p>Sydney, NSW: Allen &amp; Unwin <i>Race and racism in Australia</i>. (3rd ed.) South Melbourne, NSW: Thomson Learning.</p> <p>Jupp, J., Nieuwenhuysen, J. &amp; Daweon, E. (Eds.) (2007). <i>Social cohesion in Australia</i>. Port Melbourne, VIC: Cambridge University Press.</p> <p>MacIntyre, S. (2009). <i>A concise history of Australia</i> (3rd ed.), Port Melbourne, VIC: Cambridge University Press.</p> <p>MacIntyre, S. with Clark, A. (2003). <i>The History Wars</i>. Melbourne, VIC: Melbourne University Publishing.</p> <p>Read, P. (1996). <i>Returning to nothing: The meaning of lost places</i>. Cambridge, UK: Cambridge University Press.</p> <p>Reynolds, H. (2013). <i>Forgotten war</i>. Sydney, NSW: University of New South Wales Press.</p> <p>Teo, H and White, R. (ed.) (2003). <i>Cultural history in Australia</i>. Sydney, NSW: University of New South Wales Press.</p> <p>White, R. (1981). <i>Inventing Australia: images and identity 1688-1980</i>. Crows Nest, NSW: Allen &amp; Unwin.</p> <p>In addition to the resources above, students should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV 2011) or The Holy Bible: New King James Version (NKJV).</p> <p>These and other translations may be accessed free on-line at <a href="http://www.biblegateway.com">http://www.biblegateway.com</a>. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.</p>		
<b>Specialist resource requirements</b>	Nil		
<b>Unit summary</b>	This unit endeavours to approach Australian History from a cultural history perspective, examining a range of social and cultural issues which have contributed significantly to the current attitudes, values, status and identity of the Australian people.		