The University of Southern Queensland

Course Specification

Description: Studies of Society and Environment

<table>
<thead>
<tr>
<th>Subject</th>
<th>Cat-Nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
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<tr>
<td>EDU</td>
<td>1441</td>
<td>14885</td>
<td>2, 2002</td>
<td>ONC</td>
<td>1.00</td>
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Academic Group: FOEDU
Academic Org: FOE002
HECS Band: 1
ASCED Code: 070103

STAFFING
Examiner: Carmel Desmarchelier
Moderator: John McMaster

RATIONALE
Studies of Society and Environment (SOSE) is one of eight nationally agreed key learning areas (KLAs). SOSE explores environmental, cultural, economic and political systems in a variety of times and places. The major focus of SOSE is the study of human interaction in a variety of places, times and cultures. Students develop skills and processes that help them investigate social, environmental, historical, economic, political and cultural issues. Students develop and apply the values of social justice, democratic process, peace and ecological and economical sustainable development. SOSE therefore incorporates large elements of subjects like History, Geography, Social Studies, Economics, Politics and Citizenship (Queensland School Curriculum Council (2000), http://www.qscc.qld.edu.au/kla/sose/overview.html) In order to develop effective and appropriate school programs in the SOSE area, teachers need to be familiar with the contested nature of social knowledge and with the consequent history of this curriculum area, as well as its location within a package of broad social pedagogies, both overt and hidden. They must understand that life experiences are, in large part, a function of the social, cultural, economic and environmental relationships that characterise communities in space and time. They also need to be familiar with current curriculum developments in the SOSE area, in particular the years 1-10 syllabus in SOSE, its requirements and expectations and its possibilities.

SYNOPSIS
This course is designed to prepare teachers to begin teaching in the SOSE area, and will expose students to notions of social learning and the contested nature of what constitutes official social knowledge. The course will also explore the history of various philosophies and forms of formal social education curriculum and the current status of the social education part of the school curriculum and will examine the current Queensland SOSE syllabus in
detail. Students will be expected to be able to locate the particular emphases in the current syllabus within the philosophical framework developed in the earlier part of the course and to become familiar with the curriculum design features of this syllabus. The possibilities for cross-curricular program development through the SOSE area will be explored, and the place of the formal and hidden curriculum within a broad social learning pedagogical structure will also be discussed. The second part of this course explores a number of specific topics and strands contained in the Queensland SOSE syllabus and examines the development of classroom-based SOSE programs based upon these. This course builds on course USQ85013 (Foundations 2) USQ85015 (Foundations 3), USQ85146 (Australian Indigenous Studies) and USQ85016 (Identity and Culture)

**OBJECTIVES**

At the conclusion of this course, students will be able to:

- Discuss the nature of the social and environmental education part of the formal school curriculum.
- Understand social learning as part of a broad social learning process.
- Link the effects of the hidden curriculum to the social objectives of the school.
- Analyse the current Queensland SOSE syllabus.
- Critique formal SOSE curriculum programs.
- Articulate personal emerging views on the purpose of the SOSE program in the school.
- Appreciate the possibilities for cross-curricular program development through SOSE.
- Develop classroom-based teaching programs based upon the Queensland SOSE syllabus.
- Incorporate political and social issues in their teaching.

**TOPICS**

<table>
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<th>Description</th>
<th>Weighting (%)</th>
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<tbody>
<tr>
<td>1. Social Learning and Social Pedagogies</td>
<td>5.00</td>
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<tr>
<td>2. Philosophical Perspectives on Social Education</td>
<td>10.00</td>
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<td>3. The History of the SOSE Part of Formal School Curriculum</td>
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<td>4. The Current Queensland SOSE Curriculum</td>
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<td>5. Teaching Program Development</td>
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**TEXT and MATERIALS required to be PURCHASED or ACCESSED:**

Books can be ordered by fax or telephone. For costs and further details use the 'Book Search' facility at http://bookshop.usq.edu.au by entering the author or title of the text.

EDU1441 course package.

REFERENCE MATERIALS

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

*Society and Environment Workbooks A-G 2000*, RIC Publications, Western Australia. (Classroom application for levels 6-12 years)

*Society and Environment Teachers Guide A-G 2000*, RIC Publications, Western Australia. (Classroom application for levels 6-12 years)

, , *Social Education*,
(Journal)

, , *Theory and Research in Social Education*,
(Journal)

, , *The Social Studies*,
(Journal)

, , *New Formations*,
(Journal)

, , *Theory, Culture, Society*,
(Journal)

, , *Sociology of Education*,
(Journal)

, , *The Australian Journal of Sociology*,
(Journal)


(Classroom application)


(Classroom application available in levels 1-4 plus volumes on Geography)


Giroux, Henry A 1988, *Teachers as intellectuals: Toward a critical pedagogy of learning*, Bergin & Garvey, Granby, Mas.

(Classroom application and series includes SOSE 1 and 2 and each includes a CD)


(Classroom application)

(Classroom application and series for lower and middle primary, photocopyable units to develop key understandings.)

(Classroom application)

(Classroom application)

Seefeldt, Carol 1989, *Social Studies for the Preschool-Primary Child*, 3rd edition, Merrill, Columbus.


**STUDENT WORKLOAD REQUIREMENTS**

<table>
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<th>ACTIVITY</th>
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<tbody>
<tr>
<td>Assessment</td>
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<td>Private Study</td>
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<tr>
<td>Tutorial</td>
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### ASSESSMENT DETAILS

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<th>Wtg(%)</th>
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<td>19 Sep 2002</td>
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<tr>
<td>2 HOUR EXAMINATION</td>
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### NOTES:

2. Students will be advised of the examination date for this course when the official timetable for Semester 2 2002 has been finalised.

### OTHER REQUIREMENTS

1. Where more than one marker is used, moderation will occur.
2. Marking criteria are provided with each assessment item.
3. Students will normally be expected to achieve a passing grade (i.e. 50% minimum) on both items of assessment in order to gain a passing grade for the course as a whole.
4. Assignments submitted after the due date may be penalised in accordance with the University policy on assignments.
5. Requests for extensions of time for the submission of assignments will not normally be entertained less than two days prior to the published submission date.