

## EDUC10052 Youth Citizenship and Change

<b>Credit Points:</b>	12.50
<b>Level:</b>	1 (Undergraduate)
<b>Dates &amp; Locations:</b>	2011, Parkville This subject commences in the following study period/s: Semester 1, Parkville - Taught on campus. Parkville campus
<b>Time Commitment:</b>	Contact Hours: 36 hours Total Time Commitment: 120 hours total commitment
<b>Prerequisites:</b>	None
<b>Corequisites:</b>	None
<b>Recommended Background Knowledge:</b>	None
<b>Non Allowed Subjects:</b>	None
<b>Core Participation Requirements:</b>	Attendance at all classes (tutorial/seminars/practical classes/lectures/labs) is obligatory. Failure to attend 80% of classes will normally result in failure in the subject.
<b>Coordinator:</b>	Prof Johanna Wyn
<b>Contact:</b>	Education Student Centre
<b>Subject Overview:</b>	This subject examines the changing nature and meaning of children and young people's citizenship. It introduces contemporary debates on citizenship as conferring individual rights, as a practice of participation and as a responsibility that confers on society. The subject will use research-based case studies from diverse contexts (e.g. local government, medicine, education and law) to examine the contemporary enactment of different models of citizenship and the implications for children and young people. There will be a focus on how geography, gender, race and class affect citizenship - specifically, how they promote or limit participation by children and youth in social institutions and therefore promote or limit their well-being.
<b>Objectives:</b>	On completion of this subject, students should be able to: <ul style="list-style-type: none"> <li># Identify and understand competing perspectives on citizenship</li> <li># Analyse research-based case studies using different models of citizenship</li> <li># Develop awareness of the hierarchies of citizenship that operate across geography, gender, race and class.</li> <li># Critically reflect on the intersections between well-being for children and youth and their participation in social institutions.</li> </ul>
<b>Assessment:</b>	Assignments totalling 4000 words or equivalent. Essay - 2500 words mid-Semester, presentation end of Semester.
<b>Prescribed Texts:</b>	None
<b>Breadth Options:</b>	This subject potentially can be taken as a breadth subject component for the following courses: <ul style="list-style-type: none"> <li># <b>Bachelor of Arts</b> (<a href="https://handbook.unimelb.edu.au/view/2011/B-ARTS">https://handbook.unimelb.edu.au/view/2011/B-ARTS</a>)</li> <li># <b>Bachelor of Biomedicine</b> (<a href="https://handbook.unimelb.edu.au/view/2011/B-BMED">https://handbook.unimelb.edu.au/view/2011/B-BMED</a>)</li> <li># <b>Bachelor of Commerce</b> (<a href="https://handbook.unimelb.edu.au/view/2011/B-COM">https://handbook.unimelb.edu.au/view/2011/B-COM</a>)</li> <li># <b>Bachelor of Environments</b> (<a href="https://handbook.unimelb.edu.au/view/2011/B-ENVS">https://handbook.unimelb.edu.au/view/2011/B-ENVS</a>)</li> <li># <b>Bachelor of Music</b> (<a href="https://handbook.unimelb.edu.au/view/2011/B-MUS">https://handbook.unimelb.edu.au/view/2011/B-MUS</a>)</li> <li># <b>Bachelor of Science</b> (<a href="https://handbook.unimelb.edu.au/view/2011/B-SCI">https://handbook.unimelb.edu.au/view/2011/B-SCI</a>)</li> <li># <b>Bachelor of Engineering</b> (<a href="https://handbook.unimelb.edu.au/view/2011/B-ENG">https://handbook.unimelb.edu.au/view/2011/B-ENG</a>)</li> </ul>

	You should visit <b>learn more about breadth subjects (<a href="http://breadth.unimelb.edu.au/breadth/info/index.html">http://breadth.unimelb.edu.au/breadth/info/index.html</a>)</b> and read the breadth requirements for your degree, and should discuss your choice with your student adviser, before deciding on your subjects.
<b>Fees Information:</b>	Subject EFTSL, Level, Discipline & Census Date, <a href="http://enrolment.unimelb.edu.au/fees">http://enrolment.unimelb.edu.au/fees</a>
<b>Generic Skills:</b>	<p>On completing this subject, students should be able to:</p> <ul style="list-style-type: none"> <li># Sharpen their analytical skills by recognising the key tenets of different models of citizenship</li> <li># Enhance their skills of scholarly critique through reading widely in diverse journals and texts</li> <li># Gain improved written skills through using and analysing research based case studies of how citizenship is constructed and enacted for children and youth</li> <li># Demonstrate skills in critical reflection on how social institutions limit or promote possibilities of well-being for children and youth</li> <li># Gain reflective knowledge and understanding of impact of geography, gender, race and class on citizenship for children and youth.</li> </ul>
<b>Related Breadth Track(s):</b>	Youth, Citizenship and Identity