

EDUC10052 Citizenship, participation and well-being

Credit Points:	12.50
Level:	1 (Undergraduate)
Dates & Locations:	2010, Parkville This subject commences in the following study period/s: March, Parkville - Taught on campus. Parkville campus
Time Commitment:	Contact Hours: 36 hours Total Time Commitment: 120 hours total commitment
Prerequisites:	None
Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	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.
Coordinator:	Dr Karina Davis
Contact:	Education Student Centre
Subject Overview:	This subject examines two related beliefs: (i) children and young people are citizens; and (ii) the meaning of citizenship depends on the age of the citizen. It introduces a major debate around citizenship between those who regard citizenship as conferring individual rights and those who regard citizenship as a political practice of participation that confers responsibilities to society as a whole. 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's and youth's well-being. 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.
Objectives:	On completion of this subject, students should be able to: <ul style="list-style-type: none"> # Identify and understand competing perspectives on citizenship # Analyse research-based case studies using different models of citizenship # Develop awareness of the hierarchies of citizenship that operate across geography, gender, race and class. # Critically reflect on the intersections between well-being for children and youth and their participation in social institutions.
Assessment:	Assignments totalling 4000 words or equivalent. Essay - 2500 words mid-Semester, presentation end of Semester.
Prescribed Texts:	None
Breadth Options:	This subject potentially can be taken as a breadth subject component for the following courses: <ul style="list-style-type: none"> # Bachelor of Arts (https://handbook.unimelb.edu.au/view/2010/B-ARTS) # Bachelor of Biomedicine (https://handbook.unimelb.edu.au/view/2010/B-BMED) # Bachelor of Commerce (https://handbook.unimelb.edu.au/view/2010/B-COM) # Bachelor of Environments (https://handbook.unimelb.edu.au/view/2010/B-ENVS) # Bachelor of Music (https://handbook.unimelb.edu.au/view/2010/B-MUS) # Bachelor of Science (https://handbook.unimelb.edu.au/view/2010/B-SCI) # Bachelor of Engineering (https://handbook.unimelb.edu.au/view/2010/355AA)

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