

EDUC90779 Identity, Culture and Global Education

Credit Points:	25						
Level:	9 (Graduate/Postgraduate)						
Dates & Locations:	This subject is not offered in 2014. 16 hours of study each week over a 15 week period to complete on-line course work and assessments. This includes a structured schedule of 2 hours of formal on-line tutorials per week throughout the period of study.						
Time Commitment:	Contact Hours: 240 hours of online studies Total Time Commitment: 240 hours						
Prerequisites:	<p>To enrol in this subject, you must be admitted in the Postgraduate Certificate or the Master of Global Studies in Education (PC-GLBSTED, or MC-GLBSTED) . This subject is not available for students admitted in any other courses.</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90782 Global Change and Education Policy</td> <td>Semester 1, Semester 2</td> <td>25</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90782 Global Change and Education Policy	Semester 1, Semester 2	25
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EDUC90782 Global Change and Education Policy	Semester 1, Semester 2	25					
Corequisites:	None						
Recommended Background Knowledge:	None						
Non Allowed Subjects:	None						
Core Participation Requirements:	For the purposes of considering requests for Reasonable Adjustments under the Disability Standards for Education (Commonwealth 2005), and Students Experiencing Academic Disadvantage Policy, academic requirements for this subject are articulated in the Subject Overview, Objectives, Assessment and Generic Skills sections of this entry. It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and the Disability Liaison Unit: http://www.services.unimelb.edu.au/disability/						
Contact:	<p>School of Melbourne Custom Programs Award Programs Team Phone: 61 3 9810 3245 Email: postgrad@commercial.unimelb.edu.au (mailto:postgrad@commercial.unimelb.edu.au)</p>						
Subject Overview:	<p>This subject explores how identities and cultures are constructed and contested within the shifting domains of transnationalism constituted by intersections across local, national and global arenas. It examines some of the ways in which the social media and the latest information technologies impact the formation of identities and cultures through the dynamics of globalization. It considers the changing narratives of class, gender, and ethnic relations and their impact on youth identities. It shows how global movements of people (and capital) either voluntary or forced, challenge previously accepted notions of identity and culture, especially traditional belief systems and result in many people seeking certainty in an era that is subject to rapid and relentless change. It considers issues of identity politics, interculturalism and social conflict.</p> <p>These shifts have profound implications for education, requiring an examination of the ways in which the changing meanings of key principles and concepts such as human rights, democracy, nationalism and identity relate to the teaching of citizenship. The subject therefore examines the future of citizenship, with a view to understanding and enhancing the role of global citizenship education.</p>						
Learning Outcomes:	<p>The subject seeks to:</p> <ul style="list-style-type: none"> # assess how recent changes associated with the global mobility of capital, people, ideas and technologies demand new ways of thinking about issues of identity and culture. 						

	<ul style="list-style-type: none"> # examine shifts relating to cultural globalization, with an emphasis on the ways in which the changing narratives of class, gender, and ethnic relations are reshaping youth identities and cultures # consider how these shifts have major implications for education, especially with respect to teaching of social studies and citizenship education and also initiative in internationalization of the curriculum.
Assessment:	A short essay based on the online learning activities – equivalent of 2000 words (20%) A minor essay 3000 words (topics to be announced) (30%) A major essay 5000 words -(topics to be announced) (50%) - This assignment will build on the first, benefiting from feedback from completion of the first. The key expectation is that the two assignments together will demonstrate that students have an adequate understanding of the issues explored in classes and readings, together with an ability to apply these to issues specific to the student's place of work.
Prescribed Texts:	Globalization: Culture and Education in the New Millennium by Marcelo Suarez-Orozco and Desiree B. Qin-Hilliard, Berkely CA: University of California Press, 2004 Transnationalism by Steven Vertovec, London: Routledge
Breadth Options:	This subject is not available as a breadth subject.
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Related Course(s):	Master of Global Studies in Education Postgraduate Certificate in Global Studies in Education