

## EDUC20064 Concepts of Childhood

<b>Credit Points:</b>	12.5
<b>Level:</b>	2 (Undergraduate)
<b>Dates &amp; Locations:</b>	2015, Parkville This subject commences in the following study period/s: Semester 1, Parkville - Taught on campus.
<b>Time Commitment:</b>	Contact Hours: 36 hours Total Time Commitment: 170 hours
<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>	For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Students Experiencing Academic Disadvantage Policy, academic requirements for this subject are articulated in the Subject Description, Subject Objectives, Generic Skills and Assessment Requirements of this entry. The University is dedicated to provide support to those with special requirements. Further details on the disability support scheme can be found at the Disability Liaison website: <a href="http://www.services.unimelb.edu.au/disability">http://www.services.unimelb.edu.au/disability</a>
<b>Coordinator:</b>	Dr Kylie Smith
<b>Contact:</b>	<b>Contact Us (<a href="https://enquiry.app.unimelb.edu.au/?cc=MGSE-ALL&amp;fn=MGSE">https://enquiry.app.unimelb.edu.au/?cc=MGSE-ALL&amp;fn=MGSE</a>)</b> Call: 13 MELB (13 6352)
<b>Subject Overview:</b>	<p>The last decade of the 20th century saw keen interest by researchers in changing concepts of childhood, stimulated in part by the translation into English in the 1970s of Philippe Aries' influential book, 'Centuries of Childhood'. The subsequent research has drawn on insights from various disciplines, including history, philosophy, education, the arts, literature, law and medicine. This subject examines the questions raised by this continuing body of research and relates them to current understandings of childhood and to recent changes in policies regarding children in diverse local and international contexts.</p> <p>An indicative list of topics in this subject is as follows: the Aries thesis; 'tabula rasa' views of children, in particular Locke and Skinner; the developmental model of childhood, in particular the contribution of Darwin, Freud and Piaget; childhood innocence and responsibility; the Confucian child; the child as sexual being; the child as a spiritual being; the child as consumer; the postmodern child as active agent in the construction of its own identity. There will be particular attention to the different types of evidence used to substantiate claims about the nature of childhood, such as cultural products including paintings, children's clothing, literature for and about children, educational and other institutions for children and research about children and childhood. In this subject, The United Nations Convention on the Rights of the Child is a starting point for broad investigations into the changing nature of childhood (from someone in need of protection to someone with rights) and the universality of children's right.</p>
<b>Learning Outcomes:</b>	<p>On completion of this subject, students should be able to:</p> <ul style="list-style-type: none"> <li># Identify and understand changing historical and contemporary theoretical perspectives on conceptualising childhood;</li> <li># Analyse the changing role of specific institutions in constructing contemporary childhoods;</li> <li># Explore and understand the ways in which different disciplines have studied and constructed childhood;</li> <li># Critically evaluate diverse claims about the nature of childhood drawing from different evidentiary sources.</li> </ul>

<b>Assessment:</b>	Assignments totalling 4,000 words or equivalent Attendance at all classes (tutorial/seminars/practical classes/lectures/labs/online classes) is obligatory. Failure to attend 80% of classes will normally result in failure in the subject.
<b>Prescribed Texts:</b>	Archard, David (2004). Children Rights and Childhood Routledge.
<b>Breadth Options:</b>	<p>This subject potentially can be taken as a breadth subject component for the following courses:</p> <ul style="list-style-type: none"> <li># <b>Bachelor of Arts</b> (<a href="https://handbook.unimelb.edu.au/view/2015/B-ARTS">https://handbook.unimelb.edu.au/view/2015/B-ARTS</a>)</li> <li># <b>Bachelor of Biomedicine</b> (<a href="https://handbook.unimelb.edu.au/view/2015/B-BMED">https://handbook.unimelb.edu.au/view/2015/B-BMED</a>)</li> <li># <b>Bachelor of Commerce</b> (<a href="https://handbook.unimelb.edu.au/view/2015/B-COM">https://handbook.unimelb.edu.au/view/2015/B-COM</a>)</li> <li># <b>Bachelor of Environments</b> (<a href="https://handbook.unimelb.edu.au/view/2015/B-ENVS">https://handbook.unimelb.edu.au/view/2015/B-ENVS</a>)</li> <li># <b>Bachelor of Music</b> (<a href="https://handbook.unimelb.edu.au/view/2015/B-MUS">https://handbook.unimelb.edu.au/view/2015/B-MUS</a>)</li> <li># <b>Bachelor of Science</b> (<a href="https://handbook.unimelb.edu.au/view/2015/B-SCI">https://handbook.unimelb.edu.au/view/2015/B-SCI</a>)</li> <li># <b>Bachelor of Engineering</b> (<a href="https://handbook.unimelb.edu.au/view/2015/B-ENG">https://handbook.unimelb.edu.au/view/2015/B-ENG</a>)</li> </ul> <p>You should visit <b>learn more about breadth subjects</b> (<a href="http://breadth.unimelb.edu.au/breadth/info/index.html">http://breadth.unimelb.edu.au/breadth/info/index.html</a>) and read the breadth requirements for your degree, and should discuss your choice with your student adviser, before deciding on your subjects.</p>
<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 identifying and analysing diverse contemporary and historical influences on the study of childhood;</li> <li># Enhance their skills of scholarly critique through reading widely in diverse journals and texts;</li> <li># Gain improved problem-solving skills through critical engagement with diverse evidentiary sources and their claims about childhood;</li> <li># Gain reflective knowledge and understanding of cross-cultural concepts in the study of childhood.</li> </ul>
<b>Links to further information:</b>	<a href="http://education.unimelb.edu.au/study_with_us/breadth/youth,_citizenship_and_identity#concepts">http://education.unimelb.edu.au/study_with_us/breadth/youth,_citizenship_and_identity#concepts</a>
<b>Related Breadth Track(s):</b>	Youth, Citizenship and Identity