

EDUC90608 Young People and Culture

Credit Points:	12.5
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	<p>2016, Parkville</p> <p>This subject commences in the following study period/s: March, Parkville - Taught on campus.</p> <p>Students will be required to complete specific readings directly related to the content of the subject that are placed on LMS. Students are to make notes based on the readings as directed.</p>
Time Commitment:	Contact Hours: 24 Total Time Commitment: 170 hours
Prerequisites:	None
Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	<p><p>For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.</p> <p>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 Student Equity and Disability Support: http://services.unimelb.edu.au/disability</p></p>
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Subject Overview:	<p>This subject enables students to gain an understanding of the diversity of young people's cultural expressions. It explores engagement with popular and traditional culture, but focuses especially on the diverse ways in which different groups of young people appropriate, invent and re-invent cultural expressions. A combination of lectures, studio workshops and tutorials will provide students with the conceptual tools for understanding the role visual arts, performing arts and similar cultural activities play in young people's learning and identities. It will examine creativity and engagement in the arts for, by, with and about young people in a range of contexts. Learning will be reinforced by fieldwork and practical assignments linked to cultural site visits.</p>
Learning Outcomes:	<p>The students will:</p> <ul style="list-style-type: none"> # Understand the diversity of young people's cultural expressions; # Explore engagement with popular culture; # Identify the ways in which groups of young people appropriate, invent and re-invent cultural expressions; # Understand the role that the visual arts, performing arts and similar cultural activities play in young people's learning and identities; # Examine creativity and engagement in the arts and cultural activities for, by, with and about young people in a range of contexts.
Assessment:	Essay: Formulation and articulation of a coherent exposition and analysis of the diversity of young people's cultural expressions based on readings, presentations by guest speakers

	<p>and class discussions (Objective 1)2,000 words 40% due week 12 of semester. Report and analysis: Analysis of a site and context pertaining to young people's cultural expressions and discussion of the way in which this cultural expression shapes or articulates identity. (Objectives 1-5)2000 words 40% due week 9 of semester. A presentation to the class: (10 minutes duration) articulating the role that the visual arts, performing arts or other cultural activities play in young people's learning, political engagement and/or identity (Objectives 1, 4, 5) 20% due week 13 of semester. This subject has a minimum hurdle requirement of 80% attendance at all tutorials, seminars and workshops.</p>
Prescribed Texts:	Sinclair, C., Jeanneret, N., & O'Toole, J. (Eds) (2008). Education in the arts – teaching and learning in the contemporary curriculum. Melbourne: OUP.Wyn, J. (2009). Youth Health and Welfare: the cultural politics of education and wellbeing, Oxford University Press, Melbourne. O'Brien, A. & Donelan, K. (Eds.), The Arts and Youth at Risk: Global and Local Challenges (pp. 13-31). Newcastle on Tyne: Cambridge Scholars Publishing.
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
Generic Skills:	<ul style="list-style-type: none"> # Be critical and creative thinkers, with an aptitude for continued self-directed learning; # Have a high level of achievement in writing, generic research activities, problem solving and communication; # Be able to engage in meaningful public discourse, with a profound awareness of community needs; # Have an understanding of the social and cultural diversity in our community; # Creative and critical observational and thinking skills; # Presentational, dialogic and written communication skills; # Organisation and management of diverse information and data into analytical and strategic configurations.
Related Course(s):	Master of Education Master of Education