EDUC 1013 SOCIOLOGY FOR EDUCATORS(WSTC)

Credit Points 10

Coordinator Bader Unnisa Mehdi (https://directory.westernsydney.edu.au/search/name/Bader Unnisa Mehdi/)

Description This subject#includes the study of society, culture, gender, ethnicity, sexuality, and social class. It explores sociological understandings of the impact of the social on individuals and how this influences education, knowledge, society, and change. The subject addresses the diverse needs of children in complex contexts. It will provide students with opportunities to reflect on universal assumptions often imposed on children, families, and communities, through applying analytical tools and developing their professional identity as critical reflexive educators.

School Education

Discipline Education, Not Elsewhere Classified.

Student Contribution Band

Check your fees via the Fees (https://www.westernsydney.edu.au/currentstudents/current_students/fees/) page.

Level Undergraduate Level 1 subject

Equivalent Subjects TEAC 1031

Restrictions

Students must be enrolled in an existing College Diploma program listed below:

- 7188 Diploma in Culture, Society and Justice
- 7189 Diploma in Health Science
- 7190 Diploma in Business
- 7191 Diploma in Information and Communication Technologies
- 7192 Diploma in Building Design and Construction
- 7193 Diploma in Engineering Studies
- 7194 Diploma in Creative Industries and Communications
- 7195 Diploma in Arts
- 7196 Diploma in Science
- 7197 Diploma in Education Studies

Learning Outcomes

After successful completion of this subject, students will be able to:

1. Identify key sociological theories, range of theoretical approaches and tools for explaining the sociological dimensions of education and care.
2. Analyse the role and impact of political, economic, and social aspects of difference and how they have influenced sociological constructions of family, community, and schooling.
3. Explain key concepts and theoretical approaches for exploring culture, community, class, identity, subjectivity, diversity, religion, gender, sexuality, ethnicity, power and agency.
4. Examine the social construction of contemporary childhood and its influence on the changing nature of being a child in families, the community, and educational settings.
5. Describe how social, historical, and cultural practices have impacted on the educational outcomes for Aboriginal and Torres Strait Islander children.
6. Apply critical thinking skills to analyse contemporary teaching and learning based on sociological theories.
7. Construct and evaluate arguments by reference to appropriate sources and theory.
8. Analyse one's own personal, physical, learning, and emotional needs to apply appropriate self-directed learning strategies.

Subject Content

1. Society and community, the political, economic, and social aspects of difference and community through historical and contemporary sociological understandings
2. Concepts of subjectivity and identity as related to consciousness, agency, personhood, reality and relationship to how individuals are shaped by being in the world
3. Understandings of culture, agency, power through theories of culture, diversity, postcolonial, feminism and social constructivism
4. Social class, levels of power and wealth
5. Foundational concepts in the study of gender: identity, sexuality, family, religion, the body, cultural practices, and gender norms in light of contemporary gender theories
6. The social construction of childhood and the importance of examining contemporary and diverse childhoods and understanding children's role in families, community and education.
7. Sociological perspectives on race, ethnicity, and shared cultures: practices, values, and beliefs of a group, cultural characteristics as objects of collective discrimination
8. Impact of social and cultural practices on the educational outcomes for Aboriginal and Torres Strait Islander students: their heritage and cultural practices including the invasion of their nation and intergenerational racism
9. The complexity of key concepts on the sociological dimensions of children's education and care in a range of contexts

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Type	Length	Percent	Threshold	Individual/ Group Task	Mandatory
Short Answer	400 words	15	N	Individual	N
Discourse Analysis	1000 words	35	N	Individual	N
Proposal	600 words	20	N	Group	N
Presentatio	4 minutes	30	N	Individual	N

Teaching Periods

Spring Block 1 (2025)
Bankstown City
On-site
Subject Contact Bader Unnisa Mehdi (https://directory.westernsydney.edu.au/search/name/Bader Unnisa Mehdi/)

View timetable (https://classregistration.westernsydney.edu.au/odd/timetable/?subject_code=EDUC1013_25-SB1_BK_1#subjects)

Parramatta City - Macquarie St
On-site
Subject Contact Bader Unnisa Mehdi (https://
directory.westernsydney.edu.au/search/name/Bader Unnisa Mehdi/)

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