

TEAC 2010 CONTEMPORARY CHILDHOODS (WSTC)

Credit Points 10

Legacy Code 700289

Coordinator Elisha Barrett ([https://directory.westernsydney.edu.au/search/name/Elisha Barrett/](https://directory.westernsydney.edu.au/search/name/Elisha%20Barrett/))

Description In this subject students will engage in an exploration of what it means to be a child in a postmodern world and how different theoretical approaches influence ways of understanding children's lives. Alongside questions of how gender, sexuality, ethnicity, 'race', language, class, ability and religion are constituted through a child's identity, students will explore the notion of a child's subjectivity. A child's subjectivity is the conscious and unconscious thoughts and emotions of the child, their sense of self, their body and their way of understanding their relationship to the world. Building on this knowledge, students will also explore the four key child-environment identities of the physical child, the social child, the learning child and the natural child and by analysing a variety of scholarly and non-scholarly texts around childhood, children's bodies and behaviour will reflect on a child's individuality and emerging identity.

School Education

Discipline Teacher Education: Early Childhood

Student Contribution Band HECS Band 1 10cp

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

Level Undergraduate Level 2 subject

Co-requisite(s) Students enrolled in the combined DiplomaBachelor courses listed below must pass all College Preparatory units listed in the course structure before progressing to the Year Two units

Equivalent Subjects TEAC 2009 - Contemporary Childhoods

Restrictions

Students must be enrolled at Western Sydney University, The College. Students enrolled in extended diploma programs 7146 Diploma in Arts Extended - Pathway to Teaching Birth-5/Birth-12 and 7160 - BDiploma in Arts Extended must pass 40 credit points from the preparatory subjects listed in the program structure prior to enrolling in this University level subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Investigate diverse texts, images, practices and constructions of what it means to be a child in contemporary society.
2. Discuss the social meaning of childhood including the historical, social and political factors and how they have influenced changing views of children and childhood.
3. Explain how different theoretical perspectives have positioned children and childhood as a social construction.
4. Identify the ways in which gender, sexuality, ethnicity, 'race', language, class, ability and religion are constituted through a child's identity and the significance of this on everyday lived experiences.

5. Examine how social, institutional and cultural constructions of childhood play a role in shaping children's identities, subjectivities and everyday lives.
6. Examine the ways in which children negotiate and construct their identities in contexts of diversity and difference.
7. Describe how children's rights and responsibilities are enacted by children and adults.
8. Describe how child-environment identity is connected to place, space, location and time.

Subject Content

1. Who is, and what does it mean to be a child in a postmodern world?
2. Analysis of texts, images and constructions about 'the child'.
3. Introduction to contemporary national and international theories and philosophies related to the child.
4. Significance of gender, sexuality, ethnicity, 'race', language, class, ability and religion and how they are constituted through a child's identity and everyday lived experiences.
5. Questions of subjectivity and a child's sense of self, body, and relationship to the world.
6. Children's negotiation of identity and difference in a globalised world.
7. Rights and responsibilities of the child.
8. Child-environment identity and connections to place, space, location and time through encounters with tangible social-cultural artefacts such as toys, homes, landscapes, animals, digital technology.
9. Constructions of diversity and difference in education and community settings.

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 |
|-----------------|------------------|---------|-----------|------------------------|-----------|
| Portfolio | 1500 words total | 30 | N | Individual | N |
| Applied Project | 1200 words | 30 | N | Individual | N |
| Reflection | 1200 words | 40 | N | Individual | N |

Prescribed Texts

- Wyness, M. G. (2012). *Childhood and society* (2nd ed.). Basingstoke, UK: Palgrave Macmillan
- James, A., & James, A. L. (2012). *Key concepts in childhood studies* (2nd ed.). London, UK: Sage Publishers.

Teaching Periods

Term 2 (2024)

Online

Online

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View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC2010_24-T2_ON_2#subjects)

Term 3 (2024)

Bankstown City

On-site

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Nirimba Education Precinct

On-site

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Online

Online

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Term 2 (2025)

Bankstown City

On-site

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