



The University of Southern Queensland

Course specification

Description: Families, Children and Change						
Subject	Cat-nbr	Class	Term	Mode	Units	Campus
ECE	8003	48244	3, 2005	EXT	1.00	Toowoomba

Academic group:	FOEDU
Academic org:	FOE004
Student contribution band:	National Priority Teaching
ASCED code:	070101

STAFFING

Moderator: Shirley O'Neill

RATIONALE

Families are diverse in form and structure and are continuously changing in response to dynamic social, cultural, technological, and economic conditions. This presents a perennial challenge to early childhood practitioners who are cognisant of the crucial roles played by families and significant others in the lives of children and vice versa. It is imperative that those involved in the care and education of children and young people make use of current thinking and new knowledge relevant to family and child studies in order to create programs that are responsive to these ever-changing contexts.

SYNOPSIS

This course examines families and children from an historical, cross-cultural, attitudinal and contemporary perspective. It is grounded in the social construction of concepts such as childhoods, gender, ethnicity, parenting, families and institutions. It affirms a variety of family forms and households, emphasises the diversity of family life and questions the value placed on children, by engaging with current demographic and sociological literature related to family and child studies. Students will examine and critically analyse the changing roles of families, children and communities, reflecting on the implications of these changes on the education and care of young children, whilst drawing on cross-cultural comparisons. **IMPORTANT NOTE:** Working with Children: State law in Queensland requires that all adults (including university students, pre-service educators, trainers, vocational teachers, industry educators) working with children under the age of 18, in the state of Queensland*, obtain approval before commencing such work. Many education courses include a practical component (professional experience, project work, research, assessment etc..) that may require engagement with children under the age of 18. It is your responsibility to ensure that you possess a current suitability card (Blue Card) before commencing any practical components of this course. **DO NOT PARTICIPATE IN ANY PRACTICAL EXPERIENCE WITH CHILDREN UNDER 18 UNLESS YOU POSSESS A CURRENT 'BLUE CARD'**. For further information: <http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html>. *If you are undertaking practical experience outside the state of Queensland, Australia you should check local requirements.

OBJECTIVES

On successful completion of this course students will be able to:

1. engage with social constructions of childhoods, parenting, families, gender, ethnicity, children and institutions in Australia and other cross-cultural contexts.
2. analyse the role of families, children and communities in the care and education of young children in a range of contexts.
3. understand the cultural, attitudinal and contemporary issues and influences facing families and young children.

TOPICS

Description	Weighting (%)
1. Changing societal contexts	15.00
2. Changing families	30.00
3. Changing image and attitudes relating to children and childhoods	20.00
4. Implications for the future	35.00

TEXT and MATERIALS required to be PURCHASED or ACCESSED

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at <http://bookshop.usq.edu.au> click 'Semester', then enter your 'Course Code' (no spaces).

Bowes, J & Hayes, A (eds.) 2004, *Children, families and communities: contexts and consequences*, 2nd edn, Oxford University Press, Melbourne.

Silva, EB & Smart, C (eds.) 1999, *The new family?*, Sage, London.

REFERENCE MATERIALS

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

Video recording

Australian Institute of Family Studies 'Family matters' (Available: <http://www.aifs.org.au>) .

Bich, PV 1999, *The vietnamese family in change: the case of the red river delta*, Curzon Press, Richmond, Surrey.

Bittman, M & Pixley, J 1997, *The double life of the family: myth, hope and experience*, Allen & Unwin, St Leonards, NSW.

Commonwealth Child Care Advisory Council ' ' (Available: <http://www.facs.gov.au/internet/facsinternet.nsf/childcare/cccac-about.htm>) .

Cosin, B & Hales, M (eds) 1997, *Families, education and social differences*, Routledge, London.

Durrenberger, EP (ed.) 1996, *State power and culture in thailand*, Yale University South East Asia Studies, New Haven, CT.

Edgar, D 2001, *The patchwork nation: re-thinking government - rebuilding community*, Harper Collins, Pymble, NSW.

Gilding, M 1997, *Australian families: a comparative perspective*, Addison Wesley Longman, Melbourne.

Howe, J 1999, *Early childhood, family and society in Australia: a reassessment*, Social Science Press, Katoomba, NSW.

Hutchby, I & Moran-Ellis, J (eds.) 2001, *Children, technology and culture: the impacts of technologies in children's everyday lives*, Routledge, New York.

James, A & Prout, A (eds.) 1997, *Constructing and reconstructing childhood: contemporary issues in the sociological study of childhood*, 2nd edn, Falmer Press, London, Washington DC.

Maley, B 2001, *Family and marriage in australia*, The Centre for Independent Studies, St Leonards.

Moore, M, Sixsmith, J & Knowles, K (eds) 1996, *Children's reflections on family life*, The Falmer Press, London.

Nelson, HL (ed.) 1997, *Feminism and families*, Routledge, New York.

OECD Publications ' ' (Available: <http://ariel.sourceoecd.org/vl=15555246/cl=19/nw=1/rpsv/home.htm>) .

OECD Publications ' ' (Available: <http://www.oecd.org/publications/>) .

Saso, M 1999, *Velvet bonds: The chinese family*, New Life Center, Carmel, CA.

Scholte, JA 2004, *Globalisation: a critical introduction*, 2nd edn, Palgrave, New York.

Weeks, W & Quinn, M (eds.) 2000, *Issues facing Australian families: human services respond*, 3rd edn, Longman Australia, Melbourne.

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessment	35.00
Directed Study	40.00
Private Study	90.00

ASSESSMENT DETAILS

Description	Marks out of	Wtg(%)	Due date
CRITICAL REFLECTION 1	15.00	15.00	05 Dec 2005
CRITICAL REFLECTION 2	15.00	15.00	22 Dec 2005
CRITICAL REFLECTION 3	15.00	15.00	18 Jan 2006
ANALYTICAL ESSAY	55.00	55.00	10 Feb 2006

IMPORTANT ASSESSMENT INFORMATION

1 Attendance requirements:

There are no attendance requirements for this course. However, it is the students' responsibility to study all material provided to them or required to be accessed by them

to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration.

- 2 Requirements for students to complete each assessment item satisfactorily:
To complete each of the assignments satisfactorily, students must obtain at least 50% of the marks available for each assignment.
- 3 Penalties for late submission of required work:
If students submit assignments after the due date without prior approval then a penalty of 10% of the total marks available for the assignment will apply for each working day late.
- 4 Requirements for student to be awarded a passing grade in the course:
To be assured of receiving a passing grade a student must submit all of the summative assessment items and achieve at least 50% of the available weighted marks for those items.
- 5 Method used to combine assessment results to attain final grade:
The final grades for students will be assigned on the basis of the weighted aggregate of the marks obtained for each of the summative assessment items in the course.
- 6 Examination information:
There is no examination in this course.
- 7 Examination period when Deferred/Supplementary examinations will be held:
There is no examination in this course.
- 8 University Regulations:
Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL <http://www.usq.edu.au/corporateservices/calendar/part5.htm> or in the current USQ Handbook.

ASSESSMENT NOTES

- 1 The due date for an assignment is the date by which a student must despatch the assignment to the USQ. The onus is on the student to provide proof of the despatch date, if requested by the Examiner.
- 2 Students must retain a copy of each item submitted for assessment. This must be produced within 24 hours if required by the Examiner.
- 3 The examiner may grant an extension of the due date of an assignment in extenuating circumstances.
- 4 Students who do not have regular access to postal services or who are otherwise disadvantaged by these regulations may be given special consideration. They should contact the examiner of the course to negotiate such special arrangements.
- 5 In the event that a due date for an assignment falls on a local public holiday in their area, such as a Show holiday, the due date for the assignment will be the next day. Students are to note on the assignment cover the date of the public holiday for the Examiner's convenience.
- 6 Students who, for medical, family/personal, or employment-related reasons, are unable to complete an assignment or to sit for an examination at the scheduled time may apply to defer an assessment in a course. Such a request must be accompanied by appropriate supporting documentation. One of the following temporary grades may be awarded IDS (Incomplete - Deferred Examination); IDM (Incomplete Deferred Make-up); IDB (Incomplete - Both Deferred Examination and Deferred Make-up).

OTHER REQUIREMENTS

- 1 Marking criteria are provided in the course material as mark sheets/guides or as part of assignment specifications.
 - 2 **IMPORTANT NOTE:** Working with Children: State law in Queensland requires that all adults (including university students, pre-service educators, trainers, vocational teachers, industry educators) working with children under the age of 18, in the state of Queensland*, obtain approval before commencing such work. Many education courses include a practical component (professional experience, project work, research, assessment etc..) that may require engagement with children under the age of 18. It is your responsibility to ensure that you possess a current suitability card (Blue Card) before commencing any practical components of this course. **DO NOT PARTICIPATE IN ANY PRACTICAL EXPERIENCE WITH CHILDREN UNDER 18 UNLESS YOU POSSESS A CURRENT 'BLUE CARD'**. For further information: <http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html>. *If you are undertaking practical experience outside the state of Queensland, Australia you should check local requirements.
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