

## Liverpool John Moores University

Title: Global inequalities and unequal childhoods  
Status: Definitive  
Code: **5203ECS** (122880)  
Version Start Date: 01-08-2021  
  
Owning School/Faculty: Education  
Teaching School/Faculty: Education

Team	Leader
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**Academic Level:** FHEQ5      **Credit Value:** 20      **Total Delivered Hours:** 40  
**Total Learning Hours:** 200      **Private Study:** 160

### Delivery Options

Course typically offered: Semester 1

Component	Contact Hours
Lecture	20
Workshop	20

**Grading Basis:** 40 %

### Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Artefacts	AS1	Artefact (4500 words equivalent)	100	

### Aims

*The aim of this module is to provide students with opportunities to explore global inequalities and unequal childhoods in a range of countries. Students will examine complexities of children's' lives globally using key theories and concepts including sociological, philosophical, political-economic and post-colonial theory. This module will enable students to contest and problematize globalised discourses of children's lives with reference to rights, participation and policy.*

## Learning Outcomes

After completing the module the student should be able to:

- 1 Critically evaluate the political, social, cultural, economic and historical contexts that affect children's lives and well-being in a range of countries.
- 2 Critically compare key theories and concepts relating to global development and inequalities.
- 3 Appraise international research on global inequalities and unequal childhoods.
- 4 Critically assess the range and role of international/national organisations and global agendas in the development of strategies for babies, young children and families.

## Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

Artefact	1	2	3	4
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## Outline Syllabus

*Students will explore a range of topic content that will include, but not be limited to the following:*

*Political, economic, social, cultural, historical and technological contexts of children's lives.*

*Key theories and concepts underpinning early childhood studies*

*Global events and impacts on children and their families*

*Global agendas for children including Sustainable Development Goals*

*Global issues for children and families*

*Participation and agency of children and global conventions for rights including UNCRC.*

## Learning Activities

Lectures

Workshops

Independent research

## Notes

The revised benchmark standards (QAA, 2014) for Early Childhood Studies include an evaluation of competing positions in relation to the construction of babies and young children and childhood by different subjects, societal agents, place and culture. This module builds on key perspectives on children and childhood (4204ECS) and embraces the philosophy of Early Childhood Studies by providing a scaffold to support progression to the level 6 core module, 6203ECS, International

Approaches; Comparative early childhood education and care. Students will negotiate with the tutor to present an artefact of their choice. Creative responses are welcomed and examples may include the presentation of their research in photography, film, bricolage and / or creative writing.