

Liverpool John Moores University

Title: GLOBAL PERSEPCTIVES ON CHILDHOOD
Status: Definitive
Code: **6502ECCUGP** (115384)
Version Start Date: 01-08-2014

Owning School/Faculty: Nursing and Allied Health
Teaching School/Faculty: Stockport College

Team	Leader
Linda Barton	

Academic Level: FHEQ6
Credit Value: 36.00
Total Delivered Hours: 106.00
Total Learning Hours: 360
Private Study: 254

Delivery Options

Course typically offered: Standard Year Long

Component	Contact Hours
Lecture	48.000
Seminar	30.000
Tutorial	26.000

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Essay	AS1	Essay	60.0	
Report	AS2	Seminar Paper	20.0	
Exam	AS3	Exam	20.0	2.00

Aims

This module seeks to promote a critical understanding of childhood from a global perspective, focusing particularly on responses to children's needs and rights. Building on previous study of the family, students will be encouraged to apply a non-ethnocentric approach to an investigation of how differing parental strategies are employed in differing social, cultural and historical contexts. The work of agencies

such as UNICEF, Oxfam and Save the Children will be scrutinised and evaluated in respect of their impact on global child health and welfare.

Learning Outcomes

After completing the module the student should be able to:

- 1 Develop a systematic understanding of non-ethnocentric approaches to the study of infancy and childhood
- 2 Analyse how culturally diverse parenting strategies seek to support children's needs
- 3 Apply research evidence to the analysis of current discourses on childhood
- 4 Evaluate the impact of international organizations and aid agencies on global child health and welfare
- 5 Summarise and evaluate how global inequalities shape childhood experiences

Learning Outcomes of Assessments

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

Essay	1	2	3
Seminar Paper	4		
EXAM	5		

Outline Syllabus

The study of childhood from a non-ethnocentric perspective, and how this relates to students' practice.

Reflection on the experience of being a child – historical, social and cultural constructions of childhood. Discourses that emerge from current research – welfare/control paradigms

Child rearing patterns across cultures – universal and culturally or socially specific features, with particular attention to attachment theory and early relationships.

Differing patterns of family structure and function

The rights and needs of children and how these are addressed globally

The social worlds of children in different cultures; the globalisation and commercialisation of childhood

The role and functions of international aid agencies and organisations in the promotion of the health and welfare of children and families.

Learning Activities

Lectures, groupwork, student – lead seminars, action learning sets, discussion, directed reading

References

Course Material	Book
Author	James, A. & Prout, A. (eds.)
Publishing Year	1997
Title	Constructing and Reconstructing Childhood.
Subtitle	
Edition	2nd ed.
Publisher	London. Routledge Falmer.
ISBN	

Course Material	Book
Author	Lee, N.
Publishing Year	2001
Title	Childhood and Society.
Subtitle	
Edition	
Publisher	Buckingham. Open University Press.
ISBN	

Course Material	Book
Author	Penn, H.
Publishing Year	2005
Title	Unequal Childhoods.
Subtitle	
Edition	
Publisher	London. Routledge.
ISBN	

Course Material	Book
Author	Wyness, M.
Publishing Year	2006
Title	Childhood and Society.
Subtitle	
Edition	
Publisher	Basingstoke. Palgrave Macmillan.
ISBN	

Course Material	Book
Author	Yelland, N. (ed.)
Publishing Year	2005
Title	Critical Issues in Early Childhood.
Subtitle	
Edition	2005
Publisher	Maidenhead. Open University.
ISBN	

Notes

This module completes the theme of the child in society, which started in Level 1 with Social Policy and was developed at Level 2 in Supporting Children's Well-being. Whereas the focus at Levels 1 and 2 was essentially a national one, at Level 3 the scope is broadened to encompass a global perspective on how children's rights and needs are met in diverse contexts. The teaching will draw upon existing and emerging research evidence on the differing worlds of children.