

Liverpool John Moores University

Title: CHILDHOOD AND CULTURE
Status: Definitive
Code: **6511MEDCUL** (115090)
Version Start Date: 01-08-2011

Owning School/Faculty: Humanities and Social Science
Teaching School/Faculty: St Helens College

Team	Leader
Clare Horrocks	Y

Academic Level: FHEQ6 **Credit Value:** 12.00 **Total Delivered Hours:** 42.00
Total Learning Hours: 120 **Private Study:** 78

Delivery Options

Course typically offered: Semester 2

Component	Contact Hours
Lecture	21.000
Seminar	21.000

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Essay	AS2	2000 word essay on an example of children's literature, cinema feature film or a television programme, series or genre, applying appropriate theoretical concepts and demonstrating an awareness of the social context from which it derives.	70.0	
Presentation	AS1	20 minute presentation on a televisual or cinematic adaptation of a children's literary text with a 1000 word supporting paper/commentary.	30.0	

Aims

To examine children's culture in a historical context

To explore the place & function of children's literature and television in the culture of childhood

To analyse literary & television texts with reference to key concepts in cultural & literary theory

Learning Outcomes

After completing the module the student should be able to:

- 1 Describe and critically evaluate some competing versions of childhood in a historical context
- 2 Describe and analyse some defining characteristics of children's literature and television
- 3 Discuss and analyse some features of literature to TV adaptations
- 4 Analyse and critically evaluate theories as to how children consume and are affected by literature and television
- 5 Critically discuss and evaluate theories as to the operation of ideology through children's culture
- 6 Analyse and critically evaluate competing concepts of value in children's texts
- 7 Critically analyse and discuss literary and television texts with reference to appropriate concepts in cultural and literary theory.

Learning Outcomes of Assessments

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

Essay of 2000 words	1	2	4	5	6	7
Presentation of 20 mins	3					

Outline Syllabus

This module focuses on childhood culture and what might be said to distinguish it from adult culture. The construction of childhood is considered in a historical context and the role of literature and television in both reflecting and constructing childhood is discussed. The function of literature and television is considered in terms of ideological "work" and issues of censorship and control are debated, particularly in the light of social change and changing values. The question of how children read or consume literature and television is considered with particular reference to a developmental model of childhood. This is related to issues of genre and narrative conventions as well as the way genre expectations alter with the age group of readers/viewers. The question of relative value of literary and television texts is considered in terms of whether there can be said to be a canon of texts for children. The place of fairy tales in the canon is considered alongside an exploration of concepts such as authenticity, function and ideology. Texts for children will be

discussed in the light of eg Marxist, psychoanalytical and feminist theoretical frameworks. The relationship between literature and television will be explored, particularly through a study of TV adaptations of literary texts using animation.

Learning Activities

Lecture, screening, small and large group discussion, independent research

References

Course Material	Book
Author	Appleby, A.
Publishing Year	1978
Title	The Child's Concept of Story
Subtitle	Age Two to Seventeen
Edition	
Publisher	University of Chicago
ISBN	

Course Material	Book
Author	Appleyard, J.
Publishing Year	2008
Title	Becoming a Reader
Subtitle	The Experience of Fiction from Childhood to Adulthood
Edition	
Publisher	Cambridge UP
ISBN	

Course Material	Book
Author	Aries, P. and Baldick, R.
Publishing Year	1996
Title	Centuries of Childhood
Subtitle	a Social History of Family Life
Edition	
Publisher	Pimlico
ISBN	

Course Material	Book
Author	Bettleheim, B.
Publishing Year	1991
Title	The Uses of Enchantment
Subtitle	the Meaning and Importance of Fairy Tales

Edition	
Publisher	Penguin
ISBN	

Course Material	Book
Author	Cunningham, H.
Publishing Year	2005
Title	Children and Childhood in Western Society since 1500
Subtitle	
Edition	
Publisher	Pearson Longman
ISBN	

Course Material	Book
Author	Demers, P. and Moyles, G. (Eds)
Publishing Year	2006
Title	From Instruction to Delight
Subtitle	an Anthology of Children's Literature to 1850
Edition	
Publisher	Oxford UP. Canada
ISBN	

Course Material	Book
Author	Nodleman, P. and Reimer, M.
Publishing Year	2002
Title	The Pleasures of Children's Literature
Subtitle	
Edition	
Publisher	Alley and Bacon
ISBN	

Course Material	Book
Author	Zipes, J.
Publishing Year	1995
Title	Breaking the Magical Spell
Subtitle	Radical Theories of Folk and Fairy Tales
Edition	
Publisher	Routledge
ISBN	

Course Material	Book
Author	Zornado, J.
Publishing Year	2006
Title	Inventing the Child
Subtitle	Culture Ideology and the Story of Childhood
Edition	
Publisher	Routledge

Notes

This module is concerned with children's culture. It examines the relationship between child and adult culture and the way childhood may be seen as a construct which changes over time. A variety of texts, both literary and TV will be discussed in terms of genre and historical antecedents including particular issues raised by fairy tales and their historical and ideological context. Children's reading and watching TV will be examined as a process. The relationship of children's literature and TV to social context will be examined and the way children's culture may be seen as an ideological vehicle reinforcing assumptions about eg class, race and gender. The relationship between literature and television will be explored with a particular focus on animated adaptations of literary texts.