1. **Title of the module**

SOCI5380 (SO538) Childhood, Society and Children’s Rights

1. **School or partner institution which will be responsible for management of the module**

School of Social Policy, Sociology and Social Research

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn term (term 1)

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

Optional module for

Criminology single and joint honours bachelor degree programmes

Social Policy single and joint honours bachelor degree programmes

Sociology single and joint honours bachelor degree programmes

Health and Social Care BA

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 Have a critical understanding of the ways in which childhood is ‘socially constructed’

8.2 Articulate competing perspectives on children’s rights and apply them to analysis of the national and international frameworks for their implementation and monitoring

8.3 Demonstrate how the above knowledge helps to understand social problems facing children

8.4 Demonstrate an ability to critically analyse the ways in which policy interventions in children’s lives are shaped by and shape concepts of childhood and children’s rights

8.5 Understand the complex relationship between ‘universal’ concepts of childhood and the lives of children as shaped by social and other divisions

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 Demonstrate skills in presentation and debate

9.2 Critically analyse and utilise research and statistical data

9.3 Synthesise knowledge across a range of disciplinary fields within the social sciences

1. **A synopsis of the curriculum**

In broad terms, the curriculum aims to use historical and cross-cultural material to examine the ways in which childhood can be viewed as ‘socially constructed’. This includes a focus on recent changes relating to the effects of social media and the ‘digital revolution’ on children’ lives. Children’s rights are explored both conceptually, in terms of their theoretical and philosophical underpinnings and their implementation in the UK and internationally. In turn, theorisation of the sociology of childhood and understandings of children’s rights are applied to social issues such as child labour, sexuality and exploitation.

The following is an indicative list of topics:

* Introduction – the Social Construction of Childhood?
* Modernity and the Emergence of Childhood
* Childhood in an Age of Uncertainty
* Theorising Childhood – the dominant framework and the new paradigm
* Childhood, Consumption, Media and Technology
* Perspectives on Children’s Rights
* Securing Children’s Rights
* Children, Work and Child Labour
* Childhood Innocence and Sexual Exploitation

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Wyness, M.G. (2015) *Childhood*. Polity Press, Cambridge  
Kehily, M. (ed) (3rd edn. 2015) *An Introduction to Childhood Studies*. Open University Press, Maidenhead

Kehily, M.J (ed) (2013) *Understanding Childhood: a cross-disciplinary approach.* Open University Press/Policy Press, Bristol  
Qvortrup, J. (2011) *The Palgrave Handbook of Childhood Studies*. Palgrave MacMillan, Basingstoke  
James, A. (2012) *Key Concepts in Childhood Studies*. Sage, London  
Prout, A. (2005) *The Future of Childhood: towards the Interdisciplinary Study of Children* Routledge, London

1. **Learning and teaching methods**

Contact hours: 22

Private study hours: 128

Total study hours: 150

1. **Assessment methods**
   1. Main assessment methods

Coursework - essay (3000 words) – 60

Coursework - seminar presentation (15 minutes) – 30%

Coursework - seminar participation -10%

13.2 Reassessment methods

100% coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 9.1 | 9.2 | 9.3 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| Private Study | X | X | X | X | X |  | X | X |
| Lectures | X | X | X | X | X | X | X | X |
| Seminars | X | X | X | X | X | X | X | X |
| **Assessment method** |  |  |  |  |  |  |  |  |
| Essay - 3000 words | X | X | X | X | X |  | X | X |
| Presentation | X | X | X |  |  |  |  |  |
| Seminar participation | X | X | X |  |  | X | X | X |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

This module examines the subject specific issues relating to childhood and childhood rights in both a UK and international context. The generic outcomes are applicable to both UK and International contexts.

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**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 03/03/16 | Minor | September 2016 | 13 | No |
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| Updated by SSPSSR into CMA compliant format November 2018 |