

# EQ905-30 Intercultural Approaches to Childhood

**20/21**

**Department**

Education Studies

**Level**

Taught Postgraduate Level

**Module leader**

Michael Wyness

**Credit value**

30

**Module duration**

10 weeks

**Assessment**

100% coursework

**Study location**

University of Warwick main campus, Coventry

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## Description

### Introductory description

Research, policy and practice in children and childhood have become global and political priorities in recent years. In this module we pick on some debates and themes within the field of childhood studies that highlight the contested and diverse nature of contemporary childhoods within a globalising world. In the first part of the module we outline state of the art theorising within the field that critically examines developmental psychology, globalisation and the rise of the agentic child. We draw on a number of contemporary themes that illustrate theoretical debates within the field and at the same time inform the professional and political practices of those with an interest in working with and researching children and childhood. These themes include pupil voice and participation, mediating migration, children and politics and the exploitation of children.

### Module aims

The aims of this module are to

- examine the complex relationship between children's lives, conceptions of childhood and global pressures and influences;
- explore the impact of migration on children and its implications for schooling
- interrogate inter-generational and inter-cultural relations in families;

- explore a number of themes relating to race ethnicity and schooling; and
- analyse the nature of child protection at global and national levels.

## **Outline syllabus**

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

The topics in this module cover issues regarding the diversity of children's lives globally in a range of settings including family peer group, school and community. The conceptual focus is the inter-relationship between global and local representations and practices as it affects children and those around them. Various markers of difference and diversity, such as race, ethnicity, culture, gender, are examined in terms of their implications for children's schooling and wellbeing as well as the diversity in family structures and the shifting notion of nuclear family globally. Finally, notions of child protection are discussed and problematised, especially drawing on international attempts to safeguard children.

Week 1: Childhood and Globalisation – introduces the module and examines the complex relationship between children's lives, conceptions of childhood and global pressures and influences.

This is followed by 4 themes, each theme comprises a more general conceptual discussion followed by an illustrative case study.

Week 2 - Children, Childhood and Migration – discusses issues related to transnational and intra-national movement of children with and without their families. It also focuses on the experiences of the migrant child, especially with regard to schooling, language and learning.

Week 3 - Case study - Migration in China and the 'left behind' children - implications for children's schooling and wellbeing.

Week 4 - Inter-generational relations - focus on power, authority and diversity in the context of parent-child relationships.

Week 5 – Case studies that illustrate family structures and the diversity of parent-child relations - expansion and contraction of nuclear family in the UK and globally.

Week 6 – Schooling, gender and ethnic diversity; how ethnicity and gender shapes children's experiences of learning.

Week 7 - A case study on gender, ethnicity and school achievement in a range of culturally distinct settings

Week 8 - Child protection in a globalising world – the international discourse on child protection and human rights.

Week 9 - A case study on child trafficking: a critical analysis of the exploitation of children and inter-governmental responses.

Week 10: Conclusion and review of the module.

## Learning outcomes

By the end of the module, students should be able to:

- Demonstrate a broad understanding of the diversity of children's experiences and lives over time and space.
- Demonstrate understanding of key issues in academic and public debates relating to childhood and diversity.
- Demonstrate an understanding of the relationship between local and global conceptions of children's lives as well as global pressures and influences.
- Enhance sensitivity in working with children and young people.
- Develop ability for critical analysis and synthesis and for advancing complex arguments with regard to gender, ethnicity and school achievement in a range of culturally distinct settings and the ways in which influence children's learning.
- Demonstrate an ability to develop case studies regarding inter-cultural conceptions of childhood from more global and general trends and themes.
- Formulate problems, make plans for enquiries and develop reflexivity.

## Indicative reading list

Prout, A. (2005) *The Future of Childhood: towards the interdisciplinary study of children*, London: Falmer Routledge.

Katz, C. (2004). *Growing up Global: Economic Restructuring and Children's Everyday Lives*, University of Minnesota.

Penn, Helen (2005) *Unequal childhoods - young children's lives in poor countries*, London: Routledge.

Law, I. (2010) Ethnicity: comparing inter-ethnic relations and categorisation, in: Law et al (eds) *Comparative Report on Ethnic Relations*, available from: <http://www.edumigrom.eu/working-papers>

Thomson, M. and Crul, M. (2007): *The Second Generation in Europe and the United States: How is the Transatlantic Debate Relevant for Further Research on the European Second Generation?* in: *Journal of Ethnic and Migration Studies*, 33 (7), pp. 1025- 1041.

Tomlinson, S (2008) *Race and Education – Policy and Politics in Britain*, Open University Press

Heissler, K. (2013) Rethinking 'trafficking' in children's migratory processes: the role of social networks in child labour migration in Bangladesh, *Children's Geographies*, 11:1, 89-101

Melrose M. and Pearce, J. (eds) (2012) *Critical Perspectives on Child Sexual Exploitation and Related Trafficking*, Basingstoke: Palgrave.

Wyness, M. (2015) *Childhood*, Cambridge: Polity

[View reading list on Talis Aspire](#)

## Subject specific skills

reflect upon a range of psychological, sociological, health, historical and philosophical perspectives and consider how these underpin different understandings of children and childhood

- apply multiple perspectives to childhood issues, recognising that childhood studies involves a range of research methods, theories, evidence and applications
- integrate ideas and findings across the multiple perspectives in early childhood studies and recognise distinctive early childhood studies approaches to relevant issues
- evaluate competing positions in relation to the construction of childhood by different subjects, societal agents and time, place and culture
- constructively critique theories, practice and research in the area of child development
- critically explore, examine and evaluate the significance of the cultural, historical and contemporary features of various policies, institutions and agencies in regard to children and childhood
- demonstrate a critical understanding of the interrelationships between political, economic, cultural and ideological contexts in the lives of children and their families and communities

## Transferable skills

### Active listening

- Analysis and decision making
- Cognitive flexibility
- Communication skills
- Complex problem solving
- Coordinating with others
- Critical thinking
- Intellectual ability
- International cultural awareness
- Interpersonal and communication
- Judgement and decision making
- Planning and organisational skills
- Problem solving
- Reasoning
- Self-management/resilience
- Team working

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## Study

### Study time

Type	Required
Lectures	10 sessions of 1 hour (3%)
Seminars	10 sessions of 2 hours (7%)
Private study	270 hours (90%)
Total	300 hours

## Private study description

Independent study hours include background reading, completing reading/other tasks in preparation for timetabled teaching sessions, undertaking research using the library resources, follow-up reading work, working on individual and group projects, the completion of formative and summative assignments, revision.

## Costs

No further costs have been identified for this module.

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## Assessment

You must pass all assessment components to pass the module.

### Assessment group A1

	Weighting	Study time	Eligible for self-certification
Assessment component			
Assignment	100%	100 hours	Yes (extension)
Reassessment component is the same			

## Feedback on assessment

Assignment feedback sheet through Tabula

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## Availability

## Courses

This module is Optional for:

- RIEA-X3X8 Postgraduate Research Doctorate in Education
  - Year 1 of X3X8 Education [EdD]
  - Year 2 of X3X8 Education [EdD]
- TIEA-X30C Postgraduate Taught Drama and Theatre Education
  - Year 1 of X3C2 Drama and Theatre Education by Dissertation

- Year 2 of X3C2 Drama and Theatre Education by Dissertation
- Year 1 of TEQA-X35Q Postgraduate Taught Education (Full-time)
- TEQA-X35R Postgraduate Taught Education (Part-time - 2 year)
  - Year 1 of X35R Education (Part-time - 2 years)
  - Year 2 of X35R Education (Part-time - 2 years)
- TIEA-X31L Postgraduate Taught Educational Innovation
  - Year 1 of X31L Educational Innovation
  - Year 3 of X31L Educational Innovation
  - Year 4 of X31L Educational Innovation
- Year 1 of TIEA-X31M Postgraduate Taught Educational Leadership and Management
- TEQS-X3AN Postgraduate Taught Global Education and International Development
  - Year 1 of X3AN Global Education and International Development
  - Year 2 of X3AN Global Education and International Development
- Year 1 of TEQA-X3V7 Postgraduate Taught in Islamic Education: Theory and Practice (Full-time)
- Year 2 of TEQA-X3V9 Postgraduate Taught in Islamic Education: Theory and Practice (Part-time - 2 years)
- TEQA-X3V5 Postgraduate Taught in Islamic Education: Theory and Practice (Part-time - 3 years)
  - Year 1 of X3V5 Islamic Education: Theory and Practice (Part-time - 3 years)
  - Year 2 of X3V5 Islamic Education: Theory and Practice (Part-time - 3 years)

This module is Core option list A for:

- Year 1 of TIEA-X30F Postgraduate Taught Childhood in Society

This module is Option list A for:

- Year 1 of TEQA-X35Q Postgraduate Taught Education (Full-time)
- Year 1 of TIEA-X31M Postgraduate Taught Educational Leadership and Management

This module is Option list B for:

- Year 1 of TEQA-X3V9 Postgraduate Taught in Islamic Education: Theory and Practice (Part-time - 2 years)