

Faculty Board of Education

**PDG085, Children's rights and realities, 7,5 higher education credits**

## **First Cycle**

### **1. Confirmation**

The syllabus was confirmed by the Board of the Department of Education and Special Education on October 19, 2010, to be valid from the autumn term of 2011.

Department: Department of Education and Special Education

Content area: Social Science

Field of Education: Education

### **2. Position in the educational system**

The course is a single subject course, and as such elective within the subject area of Education and Didactics.

### **3. General prerequisites**

To be eligible for this course, students need to satisfy the general basic requirements for Swedish universities and have a working knowledge in the English language.

### **4. Course content**

Important content areas to be covered in literature, lectures/seminars and field visits include:

- The 54 articles of the UN Convention on the Rights of the Child
- Theoretical constructs for describing and understanding children's development and learning
- Childhood politics with specific focus on the relationship between rights and realities in the everyday lives of children.
- Implementation of the CRC in different countries, in particular those the students come from

### **5. Learning outcomes**

On successful completion of the course, students shall be able:

- to show that they understand the UN Convention on the Rights of the Child (CRC).
- to discuss and problematise the convention in the everyday realities of children around the world

- to describe and problematise the social construct of childhood and childhood politics

**6. Required reading** List of required reading enclosed.

## **7. Assessment**

Examination requirements are that students show orally and in written form their knowledge development. This will be examined during several seminars. At the end of the course each student is expected to hand in a paper, describing a real child's understanding of the CRC related to the course literature, lectures and seminar discussions.

## **8. Grading scale**

The course examination will result in the award of one of three grades: Fail, Pass or Pass with Distinction.

A student who has failed a test twice has the right to change examiners, if serious motivation can be provided. A written application should be sent to the Board of the Department.

### Rating Criteria

For Pass it is required that

- the student can communicate his or her gained insights in relation to the learning objectives of the course.
- the student use a clear and coherent structure in their written assignment and is able to keep a well-founded argument that is easy to follow.

For Pass with distinction it is also required that

The student in addition to the requirement for the passing grade in a reflective and independent way can communicate new knowledge and insights gained in relation to learning outcomes of the course.

## **9. Course evaluation**

Evaluation is part of the course and should function as a guide for the ongoing activities and also for the development of future courses.

## **10. Additional information**

The language of instruction is English. Further details are contained in the local curriculum guidelines for the single subject course. Professionals with experiences of working with children are encouraged to attend the course.

# LITERATURE

## CHILDREN'S RIGHTS AND REALITIES, 7,5 ECTS

Readings covering approximately 1000 pages from the list below will be selected based on discussions between teachers and students

- Anderson-Levitt, Kathryn M. (2005). The schoolyard gate: Schooling and childhood in a global perspective. *Journal of Social History* 38(4) (987-1006) (19 pages).
- Corsaro, William A. (2005). *The sociology of childhood*. Thousand Oaks, California: Pine Forge Press. (359 pages) (selected pages)
- Daiute, Colette (2008) The Rights of Children, the Rights of Nations: Developmental Theory and the Politics of Children's Rights. *Journal of Social Issues, Volume 64, Issue 4* (701–723) (22 pages)
- Ensalaco, Mark & Majka, Linda C. (2005) (Eds) *Children's human rights. Progress and Challenges for Children Worldwide*. Lanham, Maryland: Rowman and Littlefield Publishers Inc. (260 pages) (selected pages)
- Fass, Paula S. (2003). Children and globalization. *Journal of Social History* 36(4) (963-977) (13 pages).
- Franklin, Bob (2004) (Ed.) *The new handbook of children's rights. Comparative policy and practice*. London: Routledge, the Francis & Taylor group. (433 pages) (selected pages)
- Freeman, Michael (2000) The future of children's rights. *Children & Society. Volume 14, Issue 4* (277–293) (16 pages)
- Mayall, Berry (2000) The sociology of childhood in relation to children's rights. *The international journal of children's rights* 8 (243-259) (16 pages)
- Montgomery, Hether, Burr, Rachel & Woodhead, Martin (2003). *Changing Childhoods: Local and Global*. Milton Keynes: Open University Press. (312 pages) (selected pages)
- Verhellen, Eugeen. (2000). *Convention on the rights of the child*. Leuven, Garant Publishers. (191 pages) (selected pages)