Nottingham Trent University
Module Specification

	Basic module information	
1	Module Title:	Philosophy and Childhood
2	Module Code:	PHIL31313
3	Credit Points:	20
4	Duration:	Year Long
5	School:	Arts and Humanities
6	Campus:	Clifton
7	Date this version first approved to run:	September 2014

8	Pre, post and co-requisites:

These are modules that you must have studied previously in order to take this module, or

modules that you must study simultaneously or in a subsequent academic session

Pre, Co, Post	Module Code	Module Title
Pre	PHIL20107	Introduction to Contemporary Philosophy

9	Courses containing the module				
Level	Core/Option	Mode	Code	Course Title	
		FT	HUMA008	BA (H) Communication & Society and Philosophy	
		FT	HUMA016	BA (H) English and Philosophy	
		FT	HUMA023	BA (H) European Studies and Philosophy	
		FT	HUMA028	BA (H) Film & TV and Philosophy	
		FT	HUMA033	BA (H) Global Studies and Philosophy	
		FT	HUMA038	BA (H) History and Philosophy	
		FT	HUMA042	BA (H) Linguistics and Philosophy	
		FT	HUMA045	BA (H) Philosophy and International Relations	
		SW	MODL014	BA (H) French and Philosophy	
		SW	MODL027	BA (H) German and Philosophy	
		SW	MODL039	BA (H) Italian and Philosophy	
		SW	MODL058	BA (H) Spanish and Philosophy	
		FT	EURX003	European Exchange (Full Year)	
		FT	INTX003	International Exchange (Full Year)	

10	**Overview and aims**

This module will introduce you to debates in contemporary philosophy that pertain to the nature and significance of childhood. The key question is the question of what, philosophically, is the basis of the distinction between 'childhood' and 'adulthood'. With this in mind, the module will examine the ideas of Kant and Freud, especially their claim that childhood is a phase of immaturity and 'unreason' where thinking is largely based upon magic and fantasy. Other topics covered include: childhood as a historical construction; childhood as irrational and the philosophical concept of maturity; philosophy, schooling and the education of the child; the desirability and possibility of children's rights, the importance of early experience in the development of rationality and moral reasoning; the rise of developmental psychology and its critics.

At the end of the module you should appreciate the childhood origins of our 'mature intellectual abilities', understand how childhood experiences can engender abnormal patterns of thought and emotion and be able to evaluate how, and in what ways, the child differs psychologically from the adult.

11	**Module content**

Childhood as an issue for modern philosophers. Psychoanalysis, and the relationship between childhood and development. Kant and the rationalist ideal. The philosophy of Jean Piaget. Childhood animism and magical Thinking. Childhood egocentrism

Marxism and the idea of social maturity. Social development and psychological development. The ideas of Lev Vygotsky and their relationship to pedagogy.

The idea of the Social and historical Construction of Childhood. Ecological theories of child development

Foucault and the critique of 'developmentalism'. Philosophy as teaching resource and a means of personal and collective transformation.

12	**Indicative reading**

Bowles, M. (2008) *Philosophy for Children* London: Featherstone Education

Bruner, J. and Haste, H. (1987) *Making Sense: The Child's Construction of the World* London : Methuen

Daniels, H. (et. al.) (2007) *The Cambridge Companion to Vygotsky* Cambridge: Cambridge University Press.

Matthews, G.B. (1996) *The Philosophy of Childhood* Harvard: Harvard University Press

Müller, U. (et.al.) (2009) *The Cambridge Companion to Piaget* Cambridge: Cambridge University Press

Wood, D. (1998) *How Children Think and Learn* Oxford: Blackwell

13	**Learning outcomes**

Learning outcomes describe what you should know and be able to do by the end of the module

Knowledge and understanding. After studying this module you should be able to:
Understand the role that the ideal of intellectual maturity has played in modern philosophy
Understand the importance philosophical romanticism and its ideal of childhood in the development of modern forms of thought
Appreciate why childhood emerged as a problematic concept in 20th century thought
Evaluate the social and cultural context for the emergence of the idea of development
Know the basic philosophical principles of Piagetian and Vygotskyan approaches to childhood
Assess the relevance of philosophy and philosophical methods for contemporary forms of teaching practice.
Skills, qualities and attributes. After studying this module you should be able to:
Understand the sense and significance of philosophical terminology
Engage in debate about philosophical issues without recourse to insult or susceptibility to take offence.
Manage your time and organise your work effectively
Identify the key assumptions underlying contemporary philosophical and other intellectual debates (B)
Analyse the contemporary significance of philosophical problems and the arguments for and against their solution
Read carefully and interpret texts drawn from a variety of ages and/or traditions with sensitivity to context (B)

14	**Teaching and learning**
	Range of modes of direct contact
	This indicates the range of direct contact teaching and learning methods used on this module,
	e.g. lectures, seminars
	Lectures
	Seminars
	Total contact hours: 52
	Range of other learning methods
	This indicates the range of other teaching and learning methods used on this module, e.g.
	directed reading, research

	Total non-contact hours:	148

15	**Assessment methods**
	This indicates the type and weighting of assessment elements in the module

Element number	Weighting	Type	Description
1	100%	Coursework	4000 Word Essay

Diagnostic/formative assessment

This indicates if there are any assessments that do not contribute directly to the final module

mark

You will be offered opportunities to submit and discuss an essay outline, which will help you develop a feasible approach to the necessary research for the essay as well to improve the structure and content of the writing.

Participation and engagement in seminar work and workshops on a group and an individual basis.

Further information on assessment

This section provides further information on the module's assessment where appropriate

See module handbook and NOW learning room for further information

	Document management	
16	Module Title:	Philosophy and Childhood
17	Module Code:	PHIL31313
18	Subject (JACS) Code	V500
19	Cost Centre	141
20	School:	AAH
21	Academic Team	ECM
22	Campus	2 (Clifton)
23	Other institutions providing teaching	*Please complete in box 23 a-d - if applicable*
		Institution	%

23a	Other UK Higher Education or Further Education Institution- Please name Percentage not taught by NTU	
23b	Other public organisation in the UK- Percentage not taught by NTU	
23c	Other private organisation in the UK - Percentage not taught by NTU	
23d	Any other Non-UK organisation - Percentage not taught by NTU	
24	Date this version was formally approved by SASQC/DAG:	