

SPL 511: Politics of Childhood and Child Well-Being

NFB 204

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Başak Akkan

basak.akkan@boun.edu.tr

akkanbasak@gmail.com

Office hours: Meeting with appointment

The conceptualization of child well-being and the development of well-being indicators to understand different aspects of children's lives have gained importance both in the academia and the policy circles in the recent years. The theoretical, normative and methodological developments in the area of childhood have played an important role in the development of child well-being indicators. The sociological view defines childhood as permanent structural form that is socially constructed at a specific time and space, but also takes shape by the changes in the society. Within this paradigm of childhood, the child is regarded as an active agent who is constructing her life, that is to say constructing her well-being in a social web of relations. Children are recognized as right bearer individuals of the society rather than a peripheral group that society invests in as future adults. Acknowledging children as active agents who construct their well-being has also influenced the research process. Taking the perspective of the child who is the active participant of the research has contributed to the child well-being literature. Today, *Child well-being* as a multidimensional and a contextual understanding of a child's physical conditions, access to education and health, participation, social relations and subjectivity is being used as an analytical tool to give meaning to children's

present and future life. Child well-being indexes, developed either as national data or for comparative purposes are important statistical tools to evaluate and monitor children's position in a society.

This course deals with the theoretical discussions on childhood as well as the empirical work on issues of childhood and child well-being in a comparative perspective. The sociological construction of childhood; contested concepts of childhood (agency, generational order, spatiality, intersectionality), conceptualization of child well-being, comparative research on child well-being, issues of childhood (young carers, migration and children, child labour etc.) are explored throughout the course.

Course evaluation is based on the response papers-20% and the final paper-80% (4000-7000 words, presented in class before being submitted in written form).

Introduction (*week 1-September, 21*)

I. Theoretical Discussions on Childhood

Construction of Childhood (*week 2-September 28*)

Prout A. and James A. (2005) A New Paradigm for the Sociology of Childhood? Provenance, Promises and the Problems in A. James and A. Prout (eds.) *Constructing and Reconstructing Childhood: Contemporary Issues in the Sociological Study of Childhood*, Bristol: Falmer Press.

Qvortrup J. (2011) Childhood as structural form. In: J. Qvortrup, W. Corsaro and MS. Honig (eds.) *Palgrave handbook of childhood studies*, London: Palgrave McMillian.

Contested Concepts of Childhood (week 3-October 5)

James A. (2011) Agency. In: J. Qvortrup, W. Corsaro and MS. Honig (eds.) *Palgrave handbook of childhood studies*, London: Palgrave McMillian.

Esser F., Baader S. M., Betz T. and Hungerland B. (2016) Reconceptualising Agency and Childhood: An Introduction. In: F. Esser, SM. Baader, T. Betz and B. Hungerland (eds.) *Reconceptualising Agency and Childhood: New Perspectives in Childhood Studies*, New York: Routledge.

Alanen L. (2011) Generational Order. In: J. Qvortrup, W. Corsaro and MS. Honig (eds.) *Palgrave handbook of childhood studies*, London: Palgrave McMillian.

Contested concepts of childhood- continued (week 4-October 12)

Holloway S. and Valentine G. (2000) Spatiality and the New Social Studies of Childhood, *Sociology* 34 (4): 763-783.

Konstantoni K. and Amejulu A. (2017) When intersectionality met childhood studies: the dilemmas of a travelling concept, *Children's Geographies* 15(1): 6-22.

1. Response paper submission (October 19)

II. Empirical Work on Childhood

Research with children: Taking children's perspectives (week 5- October 19)

Casas F., Gonzales M., Navarro D., & Aligué M. (2013) Children as Advisers of their Researchers: Assuming a Different Status for Children, *Child Indicators Research*, (6):193–212.

Christensen P. H. (2004) Children's participation in Ethnographic Research: Issues of Power and Representation, *Children & Society* (18):165–176.

Campbell A. (2008) For their own good; Recruiting Children for Research. *Childhood* 15(1): 30-49.

Conceptualization of Child Well-Being in a Comparative Perspective (week 6& 7-October 26, November 2)

Ben-Arieh A. (2008) The child indicators movement: Past, present, and future. *Child Indicators Research* 1(1): 3–16.

Fattore T., Mason J. and Watson E. (2007) Children's Conceptualization(s) of their Well-Being, *Social Indicators Research* 80(1): 5–29.

Ben-Arieh A. (2005) Where are the children? Children's Role in Measuring and Monitoring their Well-being, *Social Indicators Research* 74: 573-596.

Bradshaw J., Hoelscher P. and Richardson D. (2007) An index of child well-being in the European Union 25, *Journal of Social Indicators Research* 80: 133-177.

Bradshaw J. Hoelscher P. and Richardson D. (2007) *Comparing Child Well-being in OECD Countries: Concepts and Methods*, IWP 2006-03. Florence:UNICEF.

http://www.unicef-icdc.org/publications/pdf/iwp2006_03_eng.pdf

2. Response Paper Submission (November 8)

Child Well-being in Turkey (week 8-November 9)

Uyan-Semerci P. and Erdogan E. (2015) Defining and Evaluating Child Well-Being Domains and Indicators Through the Eyes of Children, report prepared for UNICEF

<http://www.unicef.org.tr/files/bilgimerkezi/doc/CWB%20Indicators%20through%20the%20Eyes%20of%20the%20Children%20-%20EN%20-%20Published%20Version.pdf>

III. Issues in Childhood and empirical work on Turkey

(Young Carers, Children with different backgrounds, Migration and Childhood, Child Labour and other) (week 9&10&11-November 16, 23, 30)

Reading list will be provided. There will be visitor speakers.

Student Presentations (*week 12-December 7*)

Documentary and Discussion (*week 13-December 14*)

Submission of the final paper (*December 30*)

