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| **UNIVERSITY OF NIŠ** | | | | | | |
| **Course Unit Descriptor** | | **Faculty** | | | **Faculty of Philosophy** | |
| **GENERAL INFORMATION** | | | | | | |
| Study program | | | **Sociology** | | | |
| Study Module (if applicable) | | | Educational Module, Module Social Policy | | | |
| Course title | | | **Social Problems of Children and Youth** | | | |
| Level of study | | | ☐Bachelor ☐ Master’s ☐ Doctoral | | | |
| Type of course | | | ☐Obligatory ☐ Elective | | | |
| Semester | | | ☐ Autumn ☐Spring | | | |
| Year of study | | | 1st | | | |
| Number of ECTS allocated | | | 6 | | | |
| Name of lecturer/lecturers | | | Suzana Marković Krstić, Associate professor, PhD | | | |
| Teaching mode | | | ☐Lectures ☐Group tutorials ☐ Individual tutorials  ☐Laboratory work ☐ Project work ☐ Seminar  ☐Distance learning ☐ Blended learning ☐ Other | | | |
| **PURPOSE AND OVERVIEW (max. 5 sentences)** | | | | | | |
| The purpose of this course is to train students for the identification and understanding of the complex structure of the social problems of children and young people in contemporary society, as well as for solving specific social problems that children and young people face today. Students will be able to: compare the theoretical and methodological approaches in the study of social problems of children and young people; analyze and compare empirical research on the phenomenology and dynamics of social problems of children and young people and propose measures to address the problem; identify and explain the social problems of children and young people (in relation to education, peer relationships, poverty, employment, risk behavior) and indicate their alternatives; analyze, evaluate and propose concrete measures of social policy in the field of social protection of children and young people; explain the social and ethical implications of applying their knowledge in solving social problems of children and youths. | | | | | | |
| **SYLLABUS (brief outline and summary of topics, max. 10 sentences)** | | | | | | |
| Childhood and youth in history from the perspective of education; Theoretical approaches in the study of children and youths (youth); from youth to the social biography of the young in a post-socialist transformation of society in Serbia; Children and young people between the family and school; Social inequalities in education; poverty of children and young people; The deconstruction of gender stereotypes in the educational context; Relations between peers in the socialization process; choice of friends and other patterns of comradeship/friendship for the development of social and personal identity; The educated and unemployed: designing biographies (CVs) of young people; unemployment – a key social problem among young people; The phenomenon of extended youth; models of family dependency; the psychological separation of young people: a contribution to the construction of an integrative model of growing up; Leisure; orientation to the world of entertainment and hedonism; cultural hybridization; children/young people and the media; changes of value orientation of children and youths; Young people and as a source and product of risk; risky types of behaviors of children and youths; social reactions and the role of upbringing; Political involvement of youths; youth and social integration in Serbia; National youth strategy. | | | | | | |
| **LANGUAGE OF INSTRUCTION** | | | | | | |
| ☐Serbian (complete course) ☐English (complete course) ☐Other \_\_\_\_\_\_\_\_\_\_\_\_\_ (complete course)  ☐Serbian with English mentoring ☐Serbian with other mentoring \_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| **ASSESSMENT METHODS AND CRITERIA** | | | | | | |
| **Pre exam duties** | **Points** | | | **Final exam** | | **Points** |
| **Activity during lectures** | **10** | | | **Written examination** | | **30** |
| **Practical teaching**  (seminar papers, presentations) | **20** | | | **Oral examination** | | **10** |
| **Teaching colloquia** | **30** | | | **OVERALL SUM** | | **100** |
| **\*Final examination mark is formed in accordance with the Institutional documents** | | | | | | |