Study guide

Children, Culture, Globalization

Advanced level

Preliminary version

30 credits

Autumn semester, 2009

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COURSE OUTLINE

The course you are taking is an integrated full-time course for one whole term of study. This will give you 30 ECTS credits (European Credit Transfer System). The course is taught by a team of lecturers and the weekly content is theme-based. The course is made up of two parts; each will give you half the credits mentioned above.

The course syllabus and other important documents in the course is found on the course website. Please follow the link: www.buv.su.se/english

Other important information about your studies at Stockholm can be found at the following website: http://www.su.se/english.

Here follows an outline of the course. The course literature is first assigned to different themes, but will then be used throughout the course. More articles and other texts may be added.

CHILDREN AND YOUTH IN AN INTERNATIONAL PERSPECTIVE (15 ECTS)

Theme weeks 35 – 36: Introduction to the study of childhood, global perspectives on children’s adversities and the example of international adoption in relation to the UN Convention of the Rights of the Child

Monday 24 August, 9-12, Room: 107

1) Course start: Introduction and information about the course.

2) Lecture: Childhood and globalization. An introduction (Rickard Jonsson)

3) Introduction to group project no 1.

Literature:


Thursday 27 August, 10-12, Room: 107

Lecture: Transnational adoption: Tobias Hubinette

This lecture will introduce the contemporary forced child migration and child welfare practice of transnational adoption including its historical background and political context, and its current status related to the UN Convention of the Rights of the Child and the Hague Convention on Intercountry Adoption, as well as to issues regarding childhood, migration and globalisation from a postcolonial perspective.

Literature:


Optional literature:


Monday 31 August, 10-12, Room: 107

Literature Seminar concerning children’s adversities (Rickard Jonsson)

Tuesday - Wednesday

Time for group project

Thursday 3 September, 10-12, Room: 107

Workshop: Presentation of group project no 1 (Rickard Jonsson)
Theme weeks 37 and 38: Children’s participation and sustainable development

Monday September 7, 9.00 – 2.00 pm, room 202, Ingrid Engdahl

Welcome and presentation

Plans for the theme weeks 37 and 38 Children’s participation and sustainable development

- Lectures, literature, projects, groups
- Lecture by Kajsa Dahlström, President of GLOBETREE [www.globetree.org](http://www.globetree.org)

A Sustainable Society – introduction

Study and Learn

Tuesday September 8

Individual reading

- Havström et al (2007) *Laboratory for Democratic Learning*
- Pramling Samuelsson & Kaga (2008) *The Contribution of Early Childhood* ...
- The Gothenburg Recommendations on ESD

Wednesday September 9 (time and place are decided by the students)

Small groups discussions on literature:

Each student brings notes from her/his individual reading

Practise Study and Learn

Thursday September 10, 9-12, room 202, Ingrid Engdahl

Literature seminar on Reports and Changing Childhoods chapter 6

Discussion on Hart’s The Ladder of Participation and Education for Sustainable Development

Introduction to group project 2

**TASK:**

- identify places for children and youth in the Stockholm area
- do observations on sustainable – non-sustainable practices/examples
- do observations on child participation, the role of the children
plan the presentation, what, goals, time, how, who?

Friday – Monday; Continued individual reading plus Groups meeting for the project

Tuesday September 15, 1-3 pm, room 300, Ingrid Engdahl
Time for tutoring – discussions about the projects

Thursday September 17, 9-12, room 202, Ingrid Engdahl
Seminar: Group presentations of group project 2
Follow up discussions
Introduction to next week – implementing project or planning for the essay/larger project

Theme week 39: Education and global childhoods

Monday 21 September, 10-12, Room: 107
Lecture: Education and global childhoods (Rickard Jonsson)
Introduction to Part Two: Essay/ project

Literature:


Optional literature:
Jonsson, Rickard & Milani, Tomasso (forthcoming) Prohibited language.


Other texts may be added.

Wednesday 23 September
Time for small groups: Discussion of literature and coming essay/project
Thursday 24 September, 9.00–12.00  Room: 204
literature seminar + presentations of project synopsis

Theme week 40 - 42 : children’s glocal cultures

Monday 28 September, 10-12 Room: 204
Literature Seminar and Introduction of project no. 3. (Björn Sjöblom)

The aim of this seminar is to take a critical look at the education of children and youth in a
global context through reading a number of different case studies from different cultural and
social contexts. The case studies discuss children’s citizenship, embodiment, the relationship
between work and education, and children in home-school relations. All articles (if nothing
else noted) could be accessed in full text through Stockholm University Library,
http://link.libris.kb.se/sfxsub/az/sub

Preparation: Group 1 reads the articles on “Children, education and citizenship”, group 2 the
articles on “Children’s work and education”, and so on. In your small group, you prepare a
short (10 minutes) oral presentation on the articles the group has been given, as well as three
relevant questions to discuss with the rest of the seminar. In the seminar, you will be divided
into groups with students that have read others articles. You present the chapters you have
read for each other and discuss the prepared questions. Finally, the entire class meets and each
group gives a summary of the group discussion.

(1) Children, education, ethnicity and citizenship

(2) Children’s work and education
contexts of rural children in Ethiopia. Childhoods Today 2(1). Electronic document,
retrieved from http://www.childhoodstoday.org/article.php?id=14

(3) Children between home and school
Baolian Qin, D. (2006) "Our child doesn’t talk to us anymore”: Alienation in immigrant
on children and young people: Negotiating familialisation, institutionalisation and
Forsberg, L. (2007) Homework as serious family business: Power and subjectivity in
negotiations on school assignments in Swedish families. British Journal of Sociology of
Education 28(2):209-222.

(4) Children, embodiment and education
Ben-Ari, E. (1996) From mothering to othering: Organization, culture, and nap time in a

**Monday 5 October, 10-12, Room: 107**
Workshop: Presentation of group project no. 3 (Björn Sjöblom)

**Wednesday 7 October**
Small groups: Discussion of literature and preparation for seminar

**Wednesday 7 October, 10-12, Room: 204**
Lecture: *Children’s glocal cultures* (Björn Sjöblom)
Introduction of project no. 4.

**Literature:**


**Monday 12 October, 10-12, Room: 107**
Literature seminar (Björn Sjöblom)

(1) *Global and local gaming cultures*

(2) *Youth culture and global media*

(3) *Hip Hop and globalization*

(4) *Children’s play*

**Friday 16 October, 10-12, Room: 107**
Workshop: Presentation of group project no. 4 (Björn Sjöblom)
**Week 43 Final course paper**

This part of the course will be examined by an individual paper based on the group projects. Students may discuss their drafts for exam paper with each other during the week, thus supporting the learning process and the writing. However, the course paper is an individual assignment. Although the groupworks were written in cooperation, this part is strictly individual. You can't hand in a text where large parts are identical. More detailed instructions will be handed out.

**Deadline for course paper is Monday 26 October.** The paper shall be handed in to Rickard Jonsson

**PART TWO: ESSAY/PROJECT (15 ECTS)**

October 26 – January 15. Students will work in groups or pairs and each group will get an advisor. More information on the Essay/Project will be handed out in October. Literature will be chosen by students and advisors together, depending on the topic.

**Week 44 - 45: Introduction: Methodological issues**


**Monday 26 October, 10-12, Room: 107**

Introduction to methodological issues

**Literature:** Bryman(2004) Chapters 1-5 and 27

**Monday 26 October, 13-15, Room: 107**

Research design

**Literature:** Bryman(2004) Chapters 1-5 and 27

**Thursday 29 October, 10-12, Room: 107**

Literature seminar

**Literature:** Bryman(2004) Chapters 16-19 and 22

**Wednesday- Friday**

Writing method chapter for essay/group project

**Monday 2 November. 10-12, Room: 107**

Seminar: method chapter

At this seminar, a written report will be handed in (max 5 pages) discussing the methodological issues and research design for the particular essay/group project. If you are working in a group project, you hand in a joint report. The same applies to the ones writing
joint essays. The report has to depart from, and discuss relevant method literature, and will serve as the method chapter in the group project/essay. More information will be given at the course start.

**Week 45– 1: Fieldwork and writing**

**Wednesday 4 – Friday 6 November**  
Meeting with supervisor.

**November 9 - December 1**  
Fieldwork and writing.

**December 1**  
Deadline, first draft.

**December 3-4**  
Meeting with supervisor.

**Rest of December**  
Writing, continuous contact with supervisor.

**January 7**  
Deadline essay/project.

**Week 2, 2010: Presentation of Essay/Project**

**Monday 11 January, 10-12, Room: 107**  
Seminar: oral presentation and discussion of essays

**Monday 11 January, 13-15, Room: 107**  
Seminar: oral presentation and discussion of essays

**Wednesday 13 January, 10-12, Room: 204**  
Seminar: oral presentation and discussion of essays

**Wednesday 13 January, 13-15, Room: 107**  
Seminar: oral presentation and discussion of essays

**Thursday 14 January, 10-12, Room:107**  
Seminar: oral presentation and discussion of group projects
EXAMINATION

Assessment is done with a goal-oriented grading system in seven steps. Criteria for the assessment will be handed out together with the examination tasks.

In order to pass the course, it is necessary to pass part one (15 ECTS) as well as part two, the essay/project (15 ECTS). The essay/project is decisive for the final grade. A higher grade on the first part than on the second part may level up the final degree. Likewise, a lower grade on part one than on part two may lower the final degree.

EVALUATION

Students are invited to participate in discussions about the course and are free to bring up suggestions for changes during the course. A form for evaluation will be handed out and discussed in groups and in class.
Appendix: First outline for the essay/project paper

Name, address, phone, e-mail address:

Preliminary topic:

Background: (why is this topic interesting?)

Aim, Research questions: (what do I want to find out?)
**Literature:** (what sort of literature do I plan to read and refer to?)


**Presentation of results:** (How do I plan to present the results? Long, detailed descriptions? Of what? Collections of examples? Listing? Diagrams?)