Study guide

Children, Culture, Globalization

First and Second cycle

Preliminary version

30 credits

Spring semester, 2011

<table>
<thead>
<tr>
<th>Course leader and examiner</th>
<th>Ingrid Engdahl</th>
<th>Mail: <a href="mailto:ingrid.engdahl@buv.su.se">ingrid.engdahl@buv.su.se</a> Phone: +46 8 1207 6205</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course administrator</td>
<td>Rebecca Röhlander</td>
<td>Mail: <a href="mailto:rebecca.rohlander@buv.su.se">rebecca.rohlander@buv.su.se</a> Phone: +46 (0)8-1207 6222</td>
</tr>
</tbody>
</table>

Department of Child and Youth Studies

Stockholm University
Department of Child and Youth Studies
SE-106 91 Stockholm

Visiting address: Frescati Hagväg 24
www.buv.su.se

Phone: +46(0)8-1207 6207
Telefax: +46(0)8-1207 6200
E-mail: info@buv.su.se
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, Ingrid Engdahl, David Payne, Elizabeth Englundh and Björn Sjöblom. The course is made up of two parts; each will give you half the credits mentioned above. The weekly content is theme-based.

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.

PART ONE: CHILDREN AND YOUTH IN AN INTERNATIONAL PERSPECTIVE (15 ECTS)

Theme week 3:
Introduction to the course (Ingrid Engdahl)

Monday, January 17, 1 – 3 pm Room: 121ab
Course start: Introduction and information about the course
Group assignment about Stockholm and Sweden

Thursday, January 20, 10 – 12 am, Room: 121ab
Presentation and discussion about the group assignment
Studying at Stockholm University, methods and course demands

Theme weeks 4 - 5:
Introduction to the study of childhood and global perspectives on children’s adversities. (David Payne)

Monday January 24, 1-3 pm, Room: 121ab
Lecture 1: Childhood and globalization: an introduction (David Payne)
Introduction to group project no 1.

Literature:
http://muse.jhu.edu/journals/journal_of_social_history/v036/36.4fass.html


Thursday January 27, 10-12 am, Room: 121ab
Lecture 2: In Harm’s Way? Children as the Objects of Threat (David Payne).

Literature:

Monday, January 31, 1-3 pm, Room: 121ab
Literature Seminar (David Payne)

Core Readings:


Supplementary Readings:


Hübinette, T. ‘From Orphan Trains to Baby lifts: Colonial Trafficking, Empire Building and Social Engineering’ (copy to be circulated)


Thursday, February 3, 10-12, Room: 202
Workshop: Presentation of group project no 1 (David Payne)

Theme weeks 6-7:
Implementing the UN convention.

Monday, February 7, 10 – 12 am AND 1-3 pm, Room: 121ab
AM 10-12 –Lecture 3: Children, Participation and the Possibility of Politics (David Payne)

Literature:

PM 1-3- Lecture 3: UN Convention on the Rights of the Child (Elizabeth Englundh)
Introduction to group project no 2

Literature:

The Summary is in English and available on the course home page.

Thursday, February 10, 10-12, Room: 121ab
Lecture 4: Education in a multicultural society


Monday, February 14, 1-3 pm, Room: 121ab
Literature Seminar (David Payne).
Specific readings to be assigned to students one week before literature seminar:


Harris, J. ‘The Political Status of Children’, in Contemporary Political Philosophy, Cambridge: CUP, 1982. (copy to be circulated)


Thursday, February 17, 12-2pm, Room: 107
Presentation of group work 2 (David Payne)
Theme week 8-10:
Children’s glocal cultures

Monday, February 21, 1-3 pm: Room 202
Literature Seminar and Introduction of individual 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

(3) Children between home and school

(4) Children, embodiment and education
Thursday, February 24, 10-12 am, Room: 121ab
Planning of coming essay (Ingrid Engdahl)

A first out-line, see Appendix 1, shall be handed in or sent to Ingrid Engdahl on Monday February 28.

CCG students only!

Friday, February 25 1-3pm, Room G-SALEN (Frescati)
Dissertation Toddlers as Social Actors in the Swedish Preschool (Ingrid Engdahl)

Monday, February 28 1-3 pm, Room: 202
Workshop: Presentation of individual project no. 3 (Björn Sjöblom)

Friday, March 4, 10-12 am, Room: 107
Lecture: Children’s glocal cultures (Björn Sjöblom)
Introduction of project no. 4.

Literature:


Monday, March 7, 10-12 am, Room: 121ab
Literature seminar (Björn Sjöblom)

(1) Global and local gaming cultures

(2) Youth culture and global media

(3) Hip Hop and glocalization

(4) Children’s play

Friday, March 11, 10-12am, Room: 204
Workshop: Presentation of group project no. 4 (Björn Sjöblom)

Week 11 March 14 – 18 Writing the Final course paper

This part of the course will be examined by an individual paper. 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. See more details below.

Final course paper
PART ONE - CHILDREN AND YOUTH IN AN INTERNATIONAL PERSPECTIVE

The final course paper consists of a paper including an overall discussion of the course content in relation to a) course literature and b) your previously written group/individual works.

In the exam you are thus asked to comment on the work you have done and the texts you have written during the course. Now, you have the possibility to add new aspects, sharpen your analysis etc in a commentary of your works. In addition you discuss theories and key concepts of the course, departing from relevant course literature and (to some extent) lectures. Both the literature that you had for the lectures as well as for the seminars shall be used. Also include parts of your projects in your final course paper.

In assessing the final course paper, great importance will be given to correct reference use, and that citations are short and followed by page reference. Plagiarism is forbidden. The course paper is an individual assignment; working in pairs is not allowed. Although the group works were written in cooperation, this part is strictly individual.

Detailed instructions:
The paper should be max 10 A4 pages long + a front page + a complete reference list.

Suggested outline of your paper:

1) Front page

2) Short introduction with key questions and key concepts presented

3) Presentation of (the best of) your previously written work (now improved)

4) A conclusion where you sum up your major points

5) references

Use type face Times New Roman, size 12, 1.5 spacing. Handwritten papers are not accepted. The paper should be printed out and handed in to Ingrid Engdahl’s post box at BUV’s office (first floor, just beside the entrance, to the right). Deadline for the course paper is Friday, March 18 at 3 pm.
To pass the course the student has to participate on seminars and workshops, as well as having finished all group projects. Students, who miss a class, contact the responsible lecturer for make-up assignments.
PART TWO: ESSAY/PROJECT (15 ECTS)

In this part of the course, students will work in groups, pairs or individually (Second Cycle) and advisors will be appointed by the course leader. More information on the Essay/Project will be handed out on February 24. Literature will be chosen by students and advisors together, depending on the topic.

Week 12 – 13:
Introduction, Methodological issues

Tuesday, March 22, 1-3 pm, Room: 202
Introduction to methodological issues (Ingrid Engdahl)
Organising pairs/groups and appointing advisors

Literature:


Thursday, March 24, 10-12 am, Room: 121ab
Research methods (Ingrid Engdahl)

Monday, March 28, 1-3 pm, room 107
Seminar: Method chapter (Ingrid Engdahl)

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 14 - 20: Fieldwork and writing

April 4 – May 21 Students work on their essays/projects, under supervision of their advisors, starting with feed back on the Method chapter.

Week 21-22: Presentation of Essay/Project

Monday, May 23 1pm, Room: 300
Deadline for handing in essay/ project to advisor (on paper)
Seminar, appointing opponents, The procedure of the Seminars (Ingrid Engdahl)

Thursday, May 25 10-12am, Room: 300
Seminar: oral presentation and discussion of group projects
Optional seminar for preparing the presentation and opposition of the papers (Ingrid Engdahl)
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.

Assessment criteria part one: Children and youth in an international perspective, first cycle (15 ECTS)

To receive a degree on part one, the student has to fully participate on seminars and workshops, as well as having passed on the four course projects. Part one will also be examined through an individual final course paper, based on the projects together with an additional theoretical discussion. The following grades are used for the individual final course paper:

A The area of knowledge is systematically described, valued and problemised. The essay is well written in a clear and satisfying way, and has complete and correct references.

B The area of knowledge is systematically described and valued with relevant course concepts. The essay is written in a clear and satisfying way, and has complete and correct references.

C The area of knowledge is described and valued with relevant course concepts. The essay is satisfactory extensive and is coherent with correct references.

D The area of knowledge is described and discussed with help of course concepts. The essay is satisfactory extensive and coherent, with correct references.

E The area of knowledge is described and discussed extensively. The essay is coherent with mostly correct references.

Fx The essay has one or several shortcomings, but the shortcomings are regarded possible to be attended to within reasonable time (two weeks). Shortcomings include: the area of knowledge is not described and discussed extensively, the essay is not coherent, and/or the essay does not have a satisfactory reference system.

F As Fx, but the shortcomings are regarded too extensive to be attended to. The student must hand in a new text.
Assessment criteria part one: Children and youth in an international perspective (15 ECTS). Second cycle.

To receive a degree on part one, the student has to fully participate on seminars and workshops, as well as having passed on the four group projects. Part one will also be examined through an individual final course paper, based on the group projects together with an additional theoretical discussion. The following grades are used for the individual final course paper:

A The area of knowledge is systematically described, valued and problemized. The student shows major theoretical comprehension and ability to compare and critically reflect over different theoretical perspectives, together with the ability to apply theory in sophisticated analyses of relevant phenomena. The course paper is very well written in a clear and satisfying way and has complete and correct references.

B The area of knowledge is systematically described and valued with relevant course concepts. The student shows theoretical comprehension and ability to critically reflect over different theoretical perspectives, together with the ability to apply theory in analyses of relevant phenomena. The essay is written in a clear and satisfying way, and has complete and correct references.

C The area of knowledge is described and valued with relevant course concepts. The student can explain different theoretical perspectives, and apply them in relevant analyses. The essay is satisfactory extensive and is coherent with correct references.

D The area of knowledge is described and discussed with help of relevant course concepts. The student can explain some theoretical perspectives in relation to the area of knowledge. The essay is satisfactory extensive and coherent, with correct references.

E The area of knowledge is described, discussed extensively and related to some different theoretical perspectives. The essay is coherent with mostly correct references.

Fx The essay has one or several shortcomings, but the shortcomings are regarded possible to be attended to within reasonable time (two weeks). Shortcomings include: the area of knowledge is not described and discussed extensively, the essay is not coherent and/or the essay does not have a satisfactory reference system.

F As Fx, but the shortcomings are regarded too extensive to be attended. The student must hand in a new text.

Assessment criteria for part 2, will be handed out.

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 1.

First outline for the essay/project paper.

Name, adress, 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?)