Study Guide

Children, Culture, Globalization

First and Second cycle, Full time,

15 credits

Course codes: UB310F (first cycle)/UB403F (second cycle)

Spring semester 2018
March 23 – June 2, 2018

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About the course

In this study guide you will find all the information about the course, including a breakdown of the schedule, literature lists, grading criteria, information about course assessment along with other details of a practical nature. The course you are taking is an integrated full-time course for ten weeks of study. The course is taught by Björn Sjöblom, Sandra Karlsson and Kim Ringmar Sylwander and with separate lectures by Daniel Hedlund, Emilie Morberg and David Cardell.

All courses at the Child and Youth Studies department have their own course website, where you will find all the information you need regarding the course; as e.g. the course syllabus, schedule, course literature and study guide. You can find the course web site at: www.buv.su.se/UB310F (first cycle) and www.buv.su.se/UB403F (second cycle). Please note that this study guide is written for both first and second cycle courses. Additional reading and assignments are noted for the second cycle students under each session.

This course will also be using Mondo, an online learning platform. In this course, it is used as a means of collective communication. Once registered, you will be able to log onto the Mondo course site (http://mondo.su.se) with your university username and password, browsing for the course code under My active sites.

Schedule

An updated schedule is put on the course website and may also be reached at https://schema.su.se

Registration for the course

We use web-registration for this course. All necessary information is found in your Welcoming letter.

You are also required to attend the first scheduled session for the course. If for whatever reason you miss the first session of the course, please contact the administrator by email to state that you still intend to participate.

Attendance

Students are expected to be present in class during lectures and seminars. Seminars are mandatory. Absences must be compensated, and students who miss a class shall hand in a reflective text (2-4 pages) about the assigned literature as a make-up assignment. The make-up assignments are to be uploaded in Mondo under assignments in the folder “make-up assignments” at the latest June 2 23.55.
The course literature is shown for each lecture or seminar. Most of the literature is available on-line at Stockholm University Library. Some of these references are also put directly on the Mondo course site. Optional and additional literature may be chosen by students and teachers in collaboration.

The reference system in the course follows the American Psychological Association APA, including page numbers, and there is a manual available in Engdahl, I. (2016). Academic Writing: Examples from BUV, available in Mondo.

**Additional information**

Other important information about being a student at Stockholm can be found at the following web site: [http://www.su.se/english/study/admitted-students](http://www.su.se/english/study/admitted-students)

We advise you to take some time to read the International Handbook, especially pages 17-28, about rules, regulations and services available to you as a student at Stockholm University:


**Intended Learning Outcomes**

**First cycle (UB310F):**
Upon course completion, students should have the ability to:

- Describe concepts, terms, definitions and debates regarding childhoods, living conditions of children and youth, as well as the cultural and identity formations of children and youth from a wider geographical, historic and cultural context,
- Discuss the transformative interdependent processes involved in issues linked to globalization, sustainability, migration and education, and
- Critically discuss children's possibilities to participate in everyday life and within society

**Second cycle (UB403F):**
Upon course completion, students should have the ability to

- Analyze concepts, terms, definitions and debates regarding childhoods, children and youth, as well as the cultural and identity formations of children and youth from a wider geographical, historic and cultural context,
- Critically discuss the transformative interdependent processes involved in issues linked to globalization, sustainability, migration and education and
- Analyze and critically discuss children's possibilities to participate in everyday life and within society

**Examination**

The course is examined on the basis of:
The final grade of the course is based on the grade of EX03. All course assignments have to be completed to be eligible for final course grade.

Teaching and Learning Activities

This course has a broad orientation and covers children's rights and living conditions of children and youth, and sustainability issues from an international, comparative perspective. The course deals with issues linked to culture, globalization, identity, citizenship, play and education from different perspectives. Children's own perspectives and expressions are of particular interest. The teaching and learning in the course are theme based. For each theme there will be lectures, seminars, individual readings, group assignments and oral and written presentations. More articles and other texts may be added.

Students will work actively during the course in the following ways:

Course literature

- Read specified articles and chapters, and while reading make notes of things that are 1) interesting, 2) difficult and 3) questionable, with comments on why these parts are noted,
- Meet with other students and discuss the notes and comments from steps 1-3, above.
- Bring literature, notes, comments and group discussions to seminars and actively engage in the discussions

Lectures and seminars

- Read the appointed literature in advance,
- Participate and contribute to the seminars by raising your thoughts and opinions,
- Present the result from the theme-based assignments in seminars for all students, preferably in various ways, using different methods
- Students will work in small groups, make sure you have e-mail addresses and phone numbers to each other, and make up some basic rules for your joint work,
- Discuss course literature before seminars, taking turns and making sure that everyone has the opportunity to start a strand of discussion,
- Perform short investigations in Sweden or on the Internet about questions linked to children, culture, and globalization, that have originated from the readings and the seminars

Writing

- Be prepared to hand in reviews of certain texts or articles,
• Present the result from the theme-based assignments as written group or individual reports,
• Write an individual paper as an individual examination of the course

Course content

Session 1 23/3. Welcome Lecture
Björn Sjöblom and Malin Håkansson
An informal introduction to the course, where students will be given an opportunity to be introduced to each other and to the lecturers.
• Being a student at Stockholm University, Introducing Mondo and Library
• Forming student groups

Literature, read for overview:
This study guide

Task for session 1: Welcome to Sweden. Students bring examples to class of: What is different? What is amazing? What is global?

Stockholm University Library: After session 1, students are advised to take the on-line course about the Stockholm University Library, which is available through this link: http://su.se/english/library/search-use/new-student

Session 2. 27/3. Children, childhood and children’s rights (Lecture and seminar)
Kim Ringmar Sylwander
This session will give a brief historical overview of the contemporary understanding(s) of children and childhood. The session will also provide a presentation of the historical context of the United Nations Convention on the rights of the Child (UNCRC). At the end of the session the first group assignment will be introduced.

Literature

Additional literature for advanced level
UN Committee on the rights of the child (CRC). (2013) General comment no. 17 on the right of the child to rest, leisure, play, recreational activities, cultural life and arts (art 31). Geneva: UN. (Available online)
Session 3. 28/3. The political economy of childhood (lecture)
Daniel Hedlund
Political economy is a discipline that maintains that economic, social and political processes are interrelated. This lecture will provide a brief overview on how wider economic processes, such as the dynamics of globalization, influence the life conditions of children in the Global North/South and national human/children's rights policy settings.

Literature

Additional literature for advanced level

Session 4, 5/4. Children’s living conditions and identity (Lecture and seminar)
Kim Ringmar Sylwander
This session will provide an overview of issues and factors that shape the lives and living conditions of children. The session will touch on themes such as identity, class, race, inequality, social justice, globalization, and sustainability.

Literature

Additional literature for advanced level
Session 5, 10/4. The right to education in a globalized world (lecture and seminar)
Sandra Karlsson
Children’s right to education is stipulated in the UNCRC and involves both a right to access to education and a right to equality in education. The international rights of children have however been criticized for overlooking non-western childhoods and different approaches to education in the world. Institutionalized forms of schooling can also be understood as a way to conform children to certain ideas of childhood. These issues will be discussed in this session.

Literature

Session 6. 12/4 Asylum-seeking children and their right to education (lecture and seminar)
Sandra Karlsson
The non-citizen child has an ambivalent status in relation to the realization of the rights in UNCRC. This session will look further into how the right to education for asylum-seeking children is realized.

Literature
Hooks, b (1994 ) teaching to transgress: Education as the practice of freedom. Introduction chapter.

Additional literature for advanced level
Session 7. 17/4, Children, citizenship and participation (lecture and seminar)
Sandra Karlsson
This session looks into how citizenship and participation be understood in relation to children and the role of the different rights in the UNCRC.

Literature

Additional literature for advanced level

Session 8. 19/4, Children’s right to play – participation, agency and resistance (lecture and seminar)
Sandra Karlsson
This session will present children’s right to play as well as how children’s play and the exploration of children’s engagement in play can enhance our understanding of children’s participation, agency and resistance in their everyday life worlds.

Literature

Additional literature for advanced level
Session 9. 24/4 Sustainability, culture and consumption: Discourse on children’s agency and learning (lecture)
Emelie Moberg

Literature. Note that these are not included on the literature list

Session 10. 26/4 Oral presentation of group assignment, Ex01 (seminar)
Kim Ringmar Sylwander

During this seminar each group will present their group assignment, as per instructions given on session 2.

Session 11. 27/4 Children, youth and the internet (Lecture and seminar)
Kim Sylwander
This session is an immersion in the specific area of children and youth’s mediated lives. Children around the world are rapidly becoming more connected to the internet through various technologies. The session will therefore discuss children and youth’s internet presence through a rights based perspective, and will also discuss identity and youth culture.

Literature:

Additional literature for advanced level

Session 12 3/5. Children’s cultural heritage (lecture and seminar)
Björn Sjöblom
This session will introduce the topic of children’s cultural heritage, and various aspects of this. Is there anything specific about children’s cultural heritage, and how is it connected to children’s rights?

During this session group assignment 2 (ex02) and individual paper (ex03) will be introduced.
Literature

Additional literature for advanced level

Session 13, 4/5. Theme parks, culture, childhood (Lecture)
David Cardell

Literature

Additional literature for advanced level

7/5 Study visit to Tekniska Museet (The National Museum of Science and Technology)
Björn Sjöblom
During this session we will be given a guided tour of the National Museum of Science and Technology – an award winning museum noted for their work with children,
The rest of the week is assigned to work on study visits and group reports

Session 14 15/5 Toys and toy research (lecture and seminar)
Björn Sjöblom
This lecture dwelives into research about toys and children’s material culture, and it’s connection to commercialism, globalization, representation and digitalizaion.
The second part will be devoted to Q & A about both the written group assignment and the individual paper.

Literature

Session 15 17/5 . Representations of global childhoods (seminar)
Björn Sjöblom
The final session of the course will be devoted to discussion of two separate films, each showing a different aspect of contemporary global childhoods. (titles will be given at the start
of the course). Each student is expected to see both of these movies and be prepared to discuss the questions below. Connect the viewing of these films to the rest of the course literature.

- What social dilemmas are portrayed in the main child character’s childhood?
- Exemplify material and societal conditions that can contribute to producing the social dilemmas depicted in the movie
- How can we understand the main child character’s childhood dilemmas in terms of his or her socio-economic class position?
- Identify the gender relations in the movie that can influence the life conditions of the main child character with regards to the child’s family dynamics, school situation and social expectations
- What limitations can you identify in the main child character’s childhood with regards to gender, ethnicity/race and class?

**Literature**


**Session 16, 23/5 Presentation of group assignment**

*Björn Sjöblom*

During this session each group will present their written report from the study visits and present their experiences of this work. Each group will present two to four discussions topics to the class. Each group will have 30 minutes for their presentation, including 10-15 minutes for discussion.

**June 2nd 23.55. Hand in of individual paper in Mondo under assignments in the folder “EX02 Individual written assignments”**

**Examination**

**Ex01 Oral group examination, 3,5 credits. Pass/Fail.**

For the first oral examination (Exa 1) each group must choose an organization to study. The organization must work with children and children’s rights in some way and have presentation material (such as a website, youtube films and reports) available in English.

The task is to use the theoretical tools provided through the course literature to analyze the content of these organizations’ presentation materials. The analysis should be multimodal, in other words it should analyze pictures, film and text.

- How are children and childhood understood in these organizations’ presentation materials?
- What different kind of children and childhood are presented?
- How are children’s rights and needs depicted in relation to the organizations’ aims?
- Based on the course literature and the themes of the first part of the course- choose one or several perspectives from which to discuss and problematize the contents you have chosen.
All groups must get the go-ahead from the responsible teacher once they have chosen an organization and the material that they want to study. Each group will present their assignment for a maximum of 15 minutes, with an additional 10 minutes allowed for questions and discussion. This is done during session 10. Each group will also hand in a written report (in assignments in Mondo Folder EXA1 written group report) of 5-8 pages, at the latest April 25 23.55.

**Ex02: Written group presentation of study visits, 4 credits. Pass/Fail**

The aim of the study visits is to get a general overview of how children and youth are presented and incorporated in the work of cultural institutions, such as libraries museums, science centers, theme-parks and other places for child-centered activities. Students will be formed into groups and visit a minimum of two child-centered cultural institutions. During the visits students shall:

- Participate actively to get an overview of the institution
- Study how the institutions present children and young people
- Study what kind of activities that are offered to children and youth - are there any children/young people present? What sorts of activities are they engaged in?
- Adapt a child oriented perspective: How could it be to be a child/young person here?
- Discuss with representatives/employees about their view on children and child participation at the institution
- Students in each group shall discuss their experiences from the study visits and present their findings and reflections during session 16 and raise 2-4 issues for class discussions

Each group shall also summarize their study visits and their reflections in a short report (5-10 pages) to be handed in before session 16 and put in Mondo (Assignments folder EXA2 written group report) at the latest May 23rd 22.55

**Ex03. Individual exam paper, 7.5 credits (A-F)**

The course will also be examined by an individual paper. Students may discuss their drafts with each other, thus supporting the learning process and the writing. However, the course paper is an individual assignment.

Please note, the department follows the APA reference system (see Academic Writing at BUV, in Mondo), and in this assignment, all references shall include page numbers.

**Deadline for the individual paper is Friday, June 2, 23.55** to be put in Mondo (Assignments, folder EXA3 Individual exam paper)

**Attendance**

Seminars are mandatory. Absences must be compensated, and students who miss a class shall contact the lecturer in charge for a make-up assignment, usually a 2-4 page summary of the literature for that session. The make-up assignments are to be uploaded in Mondo under assignments in the folder “make-up assignments” at the latest June 2 23.55.
Plagiarism and regulations for disciplinary matters

As a student you have to be conscientious about clearly accounting for the material used in the texts that are submitted for examination. To use other people’s expressions or ideas without stating where they are from is plagiarism. To translate and/or change some words in someone else’s text and present them as one’s own is obviously also a form of plagiarism. BUV uses an automated plagiarism detection system for all course examinations (Urkund). Plagiarism is considered to be cheating and if discovered in an exam or paper, the exam or paper will immediately be failed and disciplinary measures may be taken. Any student who is caught cheating or disrupting academic activities can be suspended from lectures and exams for a period of up to six months. The Vice-Chancellor or the Disciplinary Council decides whether the student is to be subject to any disciplinary measures.

SU have several useful links on the issue of plagiarism. It is expected that students are acquainted with the rules and procedures regulating plagiarism at the university.

SU’s definition of plagiarism: https://www.ling.su.se/english/education/study-information/plagiarism-1.127842?cache=

SU’s disciplinary procedures: http://www.su.se/polopoly_fs/1.62407.1322835589!/menu/standard/file/Riktlinjer%20för%20disciplinärendenRF111103_ENG%20rev.pdf

Formative assessment

The lecturers will give feedback on the oral and written work.

Oral presentation
- Being able to present the project in a clear way / where all participants contribute
- Being able to refer to course literature and to answer questions
- Participating in discussions about advantages/disadvantages of the project

Written individual and group assignment  The text will be commented on the following aspects:
- Presentation of the topic and coherence between the different parts,
- Connection to previous research, lectures, seminars and to course literature,
- Language, references.

Summative assessment

The course will be examined by two different tasks that will be graded with Pass (G) or Fail (U) (EX01, EX02) and with one tasks that will be graded with an A-F scale (EX03).

Examinations will be graded at the latest 15 working days after being handed in. Results will be published on mitt.su.se.

EX01 Oral presentation of group work, 3.5 credits
Students will work in groups with Group assignment 1. Instructions will be given during session 2. The assignments are to be presented and discussed during session 10. Each group will also hand in a written report (in assignments in Mondo Folder EXA1 written group report) of 5-8 pages, at the latest April 25 23.55.

EX02 Written group report from study visits, 4 credits

Students will work in groups and visit minimum at least two cultural institutions for children. The aim of the study visits is to get a general overview of how children and youth are included and part of the institution’s work. The assignment is introduced during session 12. The groups present and discuss their findings, linked to course literature during session 17.

Each group shall also summarize their study visits and their reflections in a short report (5-10 pages) to be handed in before session 16 and put in Mondo (Assignments folder EXA2 written group report) at the latest May 22nd 23.55.

Each group shall also summarize their study visits and their reflections in a short report (5-10 pages) to be put in Mondo (in the resources folder) May 23rd at the latest.

EX03 Individual paper, 7.5 credits

Your learning will be assessed through an individual final course paper. Instructions will be given during session 12. Students will choose between a set of given topics. The paper should have a clear structure, e.g. using the following headings:

- Introduction of the topic
- Description and analysis of the topic  a) using relevant course concepts  b) relating to relevant experiences from group assignments and seminars
- Discussion (and conclusion)
- Reference list

The paper should be 7-10 A4 pages long, including a front page and a complete reference list. 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 not accepted in any form. Students following course on the Second cycle are expected to include a considerable number of references to the course literature, including the additional literature, and adapt a critical approach throughout the text. Use type face Times New Roman, size 12, 1.5 spacing.

Deadline for the individual paper is Friday, June 2, 23.55. The paper is to be put in Mondo (Assignments, folder EXA3 Individual exam paper)

Grade for the whole course

To get a grade for the whole course, all examinations must be finished with at least the grades Pass (G) or E and all tasks presented in this Study guide as well as all make-up assignments must be fulfilled. The grade of examination EX03, where a criterion based scale from A-F is used, will also become the final grade for the course.
Re-examination and Fail

The rules for re-examination are found in the syllabus. A student who has received a grade of E or higher may not take a re-examination for a higher grade. In addition, a registered passing grade may not be altered to Fail. A student who receives the grade Fx has the possibility of complementing the exam within two weeks after receiving the grade. Instructions will be given by the grading teacher. If improvements are not done in the time allotted, the student is required to retake the examination. A student who has received the grade of F, Fx or U twice on a given examination and by the same examiner may apply and be granted a new examiner. The application should be addressed to the director of studies.

There are two exam opportunities offered for all examinations during the relevant semester. The next opportunity will take place in June 2018 for EX01 and EX02 and in October 2018 for the whole course. Students who want to re-take examinations shall contact the course administrator before May 15 (EX01, EX02) and/or September 30, 2017 (EX03).

Assessment criteria

EX01 Oral presentation of group work, 3.5 credits

G. Pass: The student clearly presents group work adequately answering the questions of the group assignment, analyzing a specific organization and provides an adequate account of the organizations work with and representation of children, childhood and children’s rights. Adequate references from the course literature are used.

U. Fail: The student has not finished or presented the group work adequately.

EX02 Written group report from study visits, 4 credits

G. Pass: The student presents a general overview of how children and youth are included in the work of two cultural cultural institutions, such as libraries and museum, and relates this to the learning outcomes of the course. The work should be well aligned with the course content with references to literature. All group members shall participate as active partners in the group.

U. Fail: The student has not handed in or presented the task adequately.

EX03 Individual paper, 7.5 credits, First cycle

A. Excellent. The area of knowledge linked to the chosen topic is critically discussed by applying a reflective analysis to relevant course concepts based on references from the course literature. Well-chosen examples of relevance for the development of the discussion are used in a creative manner. The essay is well written and coherent with a consequent use of the APA Style Reference system (6th edition).

B. Very Good. The area of knowledge linked to the chosen topic is critically discussed by relating and contrasting well-chosen examples. The student analyses relevant course concepts based on references from the course literature. The essay is well
written and coherent with a consequent use of the APA Style Reference system (6th edition).

C. Good. The area of knowledge linked to the chosen topic is critically discussed by defining and combining relevant course concepts from the course literature and some examples. The essay is coherent with a consequent use of APA Style Reference system (6th edition).

D. Satisfactory. The area of knowledge linked to the chosen topic is critically discussed by describing and combining relevant course concepts from the course literature. The essay is coherent, and follows APA Style Reference system (6th edition) in a satisfactory manner.

E. Adequate. The area of knowledge linked to the chosen topic is critically discussed by identifying and describing course concepts. The essay is structured and follows APA Style Reference system (6th edition) in an acceptable manner.

Fx. Fail, a bit more work is needed. The essay has one or several shortcomings, but the shortcomings are regarded possible to be attended to within two weeks. Shortcomings include: the area of knowledge, references to course literature, the paper does not show adequate command of the English language, and/or does not have a satisfactory reference system.

F. Fail, a lot more work is necessary. Shortcomings include: the area of knowledge, references to course literature, the paper does not show adequate command of the English language, and/or does not have a satisfactory reference system, and are regarded too extensive to be attended to. The student must hand in a new text.

EX03 Individual paper, 7.5 credits, Second cycle

A. Excellent. The area of knowledge linked to the chosen topic is critically discussed by applying a reflective analysis to the field and course concepts with relevant references to research. The essay is well written and coherent with a consequent use of the APA Style Reference system (6th edition).

B. Very Good. The area of knowledge linked to the chosen topic is critically discussed by analysing and relating the field and course concepts with relevant references to research. The essay is well written and coherent with a consequent use of the APA Style Reference system (6th edition).

C. Good. The area of knowledge linked to the chosen topic is critically discussed by comparing and contrasting the field and relevant course concepts with relevant references to research. The essay is coherent with a consequent use of the APA Style Reference system (6th edition).

D. Satisfactory. The area of knowledge linked to the chosen topic is critically discussed by combining and defining relevant course concepts and references to
examples. The essay is coherent with a consequent use of the APA Style Reference system (6th edition).

E. Adequate. The area of knowledge linked to the chosen topic is critically discussed by identifying and describing relevant course concepts and references to examples. The essay is coherent with a consequent use of the APA Style Reference system (6th edition).

Fx. Fail, a bit more work is needed. The essay has one or several shortcomings, but the shortcomings are regarded possible to be attended to within two weeks. Shortcomings include: the area of knowledge, references to course literature, the paper does not show adequate command of the English language, and/or does not have a satisfactory reference system.

F. Fail, a lot more work is necessary. Shortcomings include: the area of knowledge, references to course literature, the paper does not show adequate command of the English language, and/or does not have a satisfactory reference system, and the shortcomings are regarded too extensive to be attended to. The student must hand in a new text.

Evaluation

Students are invited to participate in discussions about the course and are free to bring up suggestions for changes during the course. An on-line evaluation form will be distributed to all students at the end of the course.