



Stockholm
University

Study guide

Children, Culture, Globalization

First and Second cycle, 30 credits

Preliminary version

Spring semester, 2012
January 16 – June 3, 2012

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Basic information

Welcome to the course **Children, Culture, Globalization** given by the Department of Child and Youth Studies at Stockholm University.

Address: Campus Frescati hage, Frescati Hagväg 24. Please look at the map in following link: (The Department of Child and Youth Studies is marked with “BUV”)

http://www.buv.su.se/content/1/c6/02/65/34/BUV_Campuskarta_web.gif

The international office at Stockholm University arranges a special orientation programme the week before, starting with a special **Orientation day on Monday January 16, 4-8 pm.** The Orientation Programme for international students is designed to provide you with practical advice on a wide range of subjects, such as student e-mail account, opening a bank account, student health care, Swedish language courses, the Student union activities. It also aims to provide you with the opportunity to meet new people and settle into your life here. For more details about the orientation week, please see <http://www.su.se/english/study/exchange-students/exchange-news/preliminary-orientation-week-programme-spring-semester-2012-1.10169>

The course starts on **Monday, January 16, at 1-3 pm in room 130** at the Department of Child and Youth Studies. Registration for the course is also open at the Department of Child and Youth Studies at the same time. **Address:** Frescati Hagväg 16b.

The students you will meet in the course come from our partner universities around the world, Swedish and international students have signed up for this course individually as so-called Free Movers and a third group are Teacher students at Stockholm University.

The course you are taking is an integrated full-time course for ten weeks of study, First cycle. The course will give you 15 ECTS credits (European Credit Transfer System). The course is taught by a team of lecturers, Mats Deland, Ingrid Engdahl and David Payne. The weekly content is theme-based.

The course syllabus, other documents in the course and important information during the course are 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 web site: <http://www.su.se/english>

Intended Learning Outcomes

Part 1 Children and Youth in an international perspective, 15 cr

After finishing Part 1 of the course students are expected to have ability to

- provide a broad historical review of the development of the different concepts and interpretations of globalization,
- show awareness of concepts, terms, definitions and debates regarding childhood and youth, as well as the cultures and identity formations of children and young people and
- adapt a critical approach to the international trends on children's care, adversities, education and socialization.

Part 2 Essay/Project, 15 cr

After finishing Part 2 of the course students are expected to have ability to

- carry out a minor scientific study and present an independent project in writing,
- choose relevant research methodology, theoretical perspective and apply ethical principles,
- present another student's work and defend one's own project,
- describe concepts, terms, definitions and debates regarding children, culture and identity.

Teaching and Learning Activities

The teaching and learning in the course are theme based. There are three themes in the course and for each theme there will be lectures, seminars, individual readings, group assignments and oral and written presentations. 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.

Most lectures and seminars are scheduled on Monday afternoons and Thursday mornings, but there are classes scheduled during other days. Please look at the Schedule for time and place. Group assignments and individual reading may be scheduled by the groups on Tuesday, Wednesday and Friday.

The three themes are:

- 1) Introduction to the study of childhood, culture and globalization**
- 2) The UN Convention on the rights of the child; Threats and adversities**
- 3) The UN Convention on the rights of the child; Children's participation in society**

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

Group activities

- interview each other and present each other in the class,
- discuss course literature before literature 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, globalisation, that have originated from the readings and the seminars.

Course literature

- read specific articles and chapters, and while reading making 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 1-3 notes and comments,
- bring notes, comments and group discussions to literature 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 Workshops for all students, preferably in various ways, using different methods.

Writing

- hand in reviews of certain texts or articles,
- present the result from the theme-based assignments as a written group or individual report,
- write an individual paper as an individual examination of the course.

Students are expected to be present in class during lectures and seminars. Students who miss a class shall contact the lecturer in charge for a make-up assignment.

During Part 2 of the course students choose a topic within the course content of Part 1 for a study. Students may work together in pairs for a joint report.

The * indicates that the referred literature is available through the Library at Stockholm University, on-line access and sometime also in a printed edition. Some of these references are also put directly on the course web site. Optional and additional literature may be chosen by students and teachers in collaboration.

Schedule

Part 1 Children and Youth in an international perspective, 15 cr

Monday, January 16, 1-3pm, Room 130.

Session 1. Welcome Lecture: Mats Deland, course leader and Ingrid Engdahl, director of studies

Literature:

1. Study guide.
2. *The Gothenburg Recommendations on Education for Sustainable Development* (2009).
<http://www.chalmers.se/gmv/EN/about-gmv/publications>

Theme One: Introduction to the study of childhood, culture and globalization

Thursday, January 19, 10-12am, Room 130.

Session 2. Introduction Lecture: Key Concepts: Children, Culture and Globalisation. (David Payne)

Introduction of Group assignment 1.

Literature:

1. Fass, Paula S. (2003). Children and globalization. *Journal of Social History* 36(4):963–977.*
2. Wyness, Michael (2006). *Childhood and society. An Introduction to the Sociology of Childhood*. New York: Palgrave MacMillan . Chapter 1-3.
3. Jenks, Chris. (2005). *Childhood: Second Edition*. Chapters 3 and 6. **(Second Cycle)**

Additional (optional) reading:

4. Buckingham, David (2003) New media? New Childhoods. In Mary Jane Kehily (ed.) *An Introduction to Childhood Studies*. Maidenhead: McGraw-Hill. * (provided).
5. Kjørholt, A (2007) 'Childhood as a Symbolic Space: Searching For Authentic Voices in the Era of Globalisation' *Children's Geographies*, 5(1–2), 29–42, February–May*

Monday January 23, 1-3pm, Room 130.

Session 3. The Human and the Child in International Law: Righting a Wrong or The Wrong Rights? (David Payne)

Literature:

1. The UN Convention on the Rights of the Child* (see website).
- 2 Wyness, Michael (2006). *Childhood and Society. An Introduction to the Sociology of Childhood*. New York: Palgrave MacMillan.
3. Sukarieh et al, (1999) 'Through Children's Eyes: Children's Rights in Shatila Camp'. *Journal of Palestine Studies*, 29(1), 50-57.*
4. James, Allison and James, Adrian. (2004). *Constructing Childhood*. New York: Palgrave Macmillan. Chapter 4 ('The Universalisation of Law?') **(Second Cycle)**

Additional Reading:

5. Margolin, C.R 'Salvation Versus Liberation: The Movements for Children's Rights in a Historical Context.' *Social Problems*, 25(4), 441-52.*

Thursday January 26, 10-12 am, Room Math 5:12.

Session 4. Literature Seminar. Based on Themes Covered in Sessions 2 and 3. (David Payne)

Literature:

1. Both the 'UN Convention of the Rights of the Child' and the 'African Charter on the Rights and Welfare of the Child.'* (see website)
2. Wyness, Michael (2006). *Childhood and Society. An Introduction to the Sociology of Childhood*. New York: Palgrave MacMillan . Chapters 6 and 7.
3. Woodhead, M. & Montgomery, H. Eds. (2003). *Understanding Childhood an interdisciplinary approach*. John Wiley & Sons: Chichester; The Open University; Milton Keynes. Chapter 1-2.
4. Jones, G. A. (2005). 'Children and development: rights, globalization and poverty', *Progress in Development Studies* 5, 4, 336–342.*
5. O'Neil, Onora (1988). 'Children's Rights and Children's Lives' in *Ethics*, 98, 445-63.* **(Second Cycle)**

Monday, January 30, 1-3pm. Room 123, Frescati Hagväg 16 B..

Session 5. First Group Task Presentation. (David Payne, Mats Deland, Ingrid Engdahl)

Theme Two: The UN Convention on the rights of the child; Threats and adversities

Thursday, February 2, 10-12am, Room 123 Frescati Hagväg 16 B.

Session 6. Lecture on Threats and Adversities (I) The Child: In Harm's Way? (David Payne)
Introduction of Group assignment 2.

Literature:

1. Wyness, Michael (2006). *Childhood and Society. An Introduction to the Sociology of Childhood*. New York: Palgrave MacMillan .
2. Woodhead, M. & Montgomery, H. Eds. (2003). *Understanding Childhood an interdisciplinary approach*. John Wiley & Sons: Chichester; The Open University; Milton Keynes.

**Monday, February 6, 10-12 am Room 123, Frescati Hagväg 16 B;
1-3 pm, Room 130, Frescati Hagväg 16B**

Session 7. Literature Seminar on Threats and Adversities (I) (David Payne)

Literature:

1. Zivkovic et al, (2010) 'In the name of the child : The gendered politics of childhood obesity' *Journal of Sociology* 46.*
2. Wessells (1998) 'Children, Armed Conflict, and Peace', *Journal of Peace Research*, 35.*

Thursday, February 9, 10-12 am, Room 225, Frescati Hagväg 16B.

Session 8. Lecture on Threats and Adversities (II): the Politics of Protection. (David Payne)

Literature:

1. Ottosen M H, 'In the Name of The Father, The Child and The Holy Genes
Constructions of 'The Child's Best Interest' in Legal Disputes Over Contact' *Acta Sociologica*, March 2006; 49(1), 29-46.*

Monday, February 13, 1-3pm, Room 123, Frescati Hagväg 16B.

Session 9. Second Group Task Presentation. (David Payne, Mats Deland, Ingrid Engdahl)

Thursday, February 16, 1-3pm, Room 202, Frescati Hagväg 24.

Session 10. Introduction to Second Part of Course: Thesis Projects (Mats Deland, Ingrid Engdahl)

Please note, a first short synopsis, see Attachment 1, is to be handed in to Mats Deland **before**

February 24. Only for students who take the full semester.

Literature:

Engdahl, I. & Sandqvist, K. (2009) *Writing a Thesis: A Guide for Scientific Reports*. Stockholm: Stockholm University.*

Theme Three: The UN Convention on the rights of the child; Children's participation in society

Monday, February 20, 1-3pm, Room 225, Frescati Hagväg 16B.

Session 11. Lecture on Child Participation, Politics and Citizenship Issues. (David Payne)

Literature.

1. Wyness, M (2006). *Childhood and society. An Introduction to the Sociology of Childhood*. New York: Palgrave MacMillan. Chapter 10.
2. Englundh, E. (2008). *Folkrätt för barn som pedagogiskt åtagande: Statligt ansvar - regionalt lärande?*[International Law on Children as an Educational Commitment: National obligation - regional learning?]. Department of Education, Stockholm University. (diss nr 143). ISSN 1104-1625. (Summary in English)*
3. H. Thorgeirsdóttir (2006) 'A Commentary on Article 13: The Right to Freedom of Expression, from the UNCRC', Boston. Marinus Nijhoff Press. E-book. **(Second Cycle)**

Optional:

4. Brundtland, G. H. (1987). *Our Common Future: The World Commission on Environment and development*. Oxford: Oxford University press. [URL] <http://www.un-documents.net/wced-ocf.htm>

Thursday, February 23, 10-12am, Room 202, Frescati Hagväg 24.

Session 12. Literature Seminar. (David Payne)

Literature

1. M. Wyness 'Adult's Involvement in Children's Participation: Juggling Children's Place and Spaces'. Or 'Children, childhood and political participation: Case studies of young people's councils' in *The International Journal of Children's Rights* 9: 193–212, 2001.
2. Manfred Liebel and Iven Saadi, 'Children's Participation in the traps of Cultural Diversity*'. (Handout)
3. Michael Gallagher, (2008) 'Foucault, Power and Participation' *International Journal of Children's Rights* 16, 395–406. * (Second cycle)
4. Evans and Spicer, (2008) 'Is Participation Prevention? A blurring of discourses in children's preventative initiatives in the UK', *Childhood*, 15(1), 50-73 (Second cycle)

Monday, February 27, 1-3pm, Room 121B, Frescati Hagväg 24 (entrance from the right corner).

Session 13. The Extremes of Politics: Radicalism, Apathy, Moral Panics in the Young. (David Payne)

Literature

1. Efi Avdela, (2008). 'Corrupting and Uncontrollable Activities': Moral Panic about Youth in Post-Civil-War Greece. *Journal of Contemporary History*, 43(1), 25-44.*
2. Arendt, Hannah, (1996). 'The Case of Little Rock' in the *Portable Hannah Arendt*, *(Second cycle)

Friday March 2, 10-12am, Room 121B, Frescati Hagväg 24 (entrance from the right corner).

Session 14. Education, Globalisation and Citizenship (Ingrid Engdahl)

Introduction of Individual assignment.

Literature:

1. Bunar, N. (2010). Choosing for quality or inequality: current perspectives on the implementation of school choice policy in Sweden. *Journal of Education Policy*, 25(1), 1-18.*
2. National Agency for Education (2011) *Curriculum for the compulsory school, preschool class and the leisure-time centre 2011*. Accessed at http://www.skolverket.se/2.3894/in_english/publications
3. Optional Curriculum from another country
4. Woodhead, M. & Montgomery, H. Eds. (2003). *Understanding Childhood an inter-disciplinary approach*. John Wiley & Sons: Chichester; The Open University; Milton Keynes. Chapters 4 and 6.
5. UNESCO. EFA Global Monitoring Report. (Optional annual report)
[URL] <http://www.unesco.org/en/education/efareport/reports/>
6. UNICEF. The State of the World's Children. (Optional annual report)
[URL] <http://www.unicef.org/publications/index.html>

Monday March 5, 10-12, Room 107, Frescati Hagväg 24.

Session 15. Literature Seminar. (Mats Deland)

Literature:

1. Bunar, N. (2010). Choosing for quality or inequality: current perspectives on the implementation of school choice policy in Sweden. *Journal of Education Policy*, 25(1), 1-18.*
2. Woodhead, M. & Montgomery, H. Eds. (2003). *Understanding Childhood an inter-disciplinary approach*. John Wiley & Sons: Chichester; The Open University; Milton Keynes. Chapter 4 and 6.
3. Wyness, M (2006). *Childhood and society. An Introduction to the Sociology of Childhood*. New York: Palgrave MacMillan Chapter 7.

Friday March 9, 10-12am, Room 121B, Frescati Hagväg 24 (entrance from the right corner).

Session 16. Presentation of the individual assignments. (Mats Deland, Ingrid Engdahl)

Exam assignment

March 12-16 Writing the Final course paper

Part 1 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. Please note, the department follows the the APA reference system (see link on the course web page).

Final assessment paper Part 1.

Your learning will be assessed through an individual final course paper, based on the theme-based assignments together with an additional theoretical discussion. 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 projects.

In the paper you are thus asked to write about the work you have done and the texts you have written during the course. Include parts of your projects in the paper. You have the possibility to add new aspects, sharpen your analysis et cetera in a commentary of your works. You shall include key concepts and theories, based on relevant course literature and lectures. Both the literature that you had for the lectures as well as for the seminars shall be used.

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. The department recommends using the APA reference system, and a manual is found on the course web site.

Detailed instructions:

The paper should be max 10 A4 pages long, including a front page and a complete reference list.

Suggested outline of your paper:

- 1) Front page with Names of Department, course, student and date
- 2) Short introduction with key questions and key concepts presented
- 3) Presentation of two projects (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 David Payne's post box at BUV's office (first floor, just beside the entrance, to the right).

Deadline for the course paper is Friday, March 16, at 3 pm.

Please, read also the information about Examination on page 9.

Part 2 Essay/Project, 15 cr

In Part 2 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 projects will be handed out on February 16. Literature will be chosen by students and advisors together, depending on the topic.

Week 12 - 13:

Introduction, Methodological issues

Monday, March 19, 1-3pm, Room: 204; Frescati Hagväg 24.

Introduction to writing a review and summarising previous research (Mats Deland)

Literature:

Bryman, Alan (2004) *Social research methods* (2nd ed.). Oxford: Oxford University Press. Chapters 1-5 and 27

Engdahl, I. & Sandqvist, K. (2009) *Writing a Thesis: A Guide for Scientific Reports*. Stockholm: Stockholm University.

Thursday, March 22, 10-12 am, Room: 225, Frescati Hagväg 16B.

Lecture on qualitative and quantitative research methodology (Mats Deland)

Monday, March 26, 1-3 pm, Room 121B, Frescati Hagväg 24 (entrance from the right corner).

Seminar: Aim for the study and discussion about methodology (Mats Deland)

Students bring their edited out-line for their studies.

Weeks 14-20:

Fieldwork and writing

Students work on their projects, under supervision of their advisors. Students must discuss their research methods with their advisors before starting the data collection.

Week 21:

Monday, May 21, 1-3 pm, Room: 130

Seminar, appointing opponents. The procedure of the Seminars (Mats Deland)

Deadline for handing in essay/ project to course leader (on paper) and sending it to the examiner and opponents at 10pm.

Thursday, May 24, 10-12 am, Room: 130

Optional seminar (Mats Deland)

Serving as an opponent.

Week 22:

Presentation of the Projects.

A schedule for the seminars will be available on May 22.

Monday, May 28, 10-12 am + 1-3 pm, Room: 130

Seminar, presentation, opposition and discussion of the projects.

Tuesday, May 29, 1-3 pm, Room: 130.

Seminar, presentation, opposition and discussion of the projects.

Course evaluation.

Handing in the final report for assessment

After the seminar, students have two weeks to make the changes suggested by the examiner and others. Two printed but not stapled copies shall be handed in to Mats Deland, the course leader.

Please, send also your paper as an e-mail attachment to Mats Deland.

Examination

Formative assessment

The lecturers will give feed back on the oral and written group work during Part 1 of the course.

Oral presentation

- Being able to present the project in a clear way / where all participants contribute,
- Being able to answer questions convincingly / satisfactory,
- Participating in discussions about advantages/disadvantages of the project.

Written individual assignment

The text will be assessed on the following aspects:

- Presentation of the topic and coherence between the different parts,
- Connection to previous research and to course literature,
- Methodology, analysis and ethics,
- Discussion,
- Language, references.

Grading criteria for the Summative assessment

To receive a grade for Part 1 of the course, the student has to participate on seminars and workshops, as well as having fulfilled the four course projects. Students, who miss a class, contact the responsible lecturer for make-up assignments. Stockholm University uses a 7 graded assessment scale for the final grade.

In order to pass the course, it is necessary to pass Part 1 (15 ECTS) as well as Part 2 (15 ECTS). Part 2 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.

The grade for Part 1 is based on the individual written assignment. The other tasks are seen as learning activities that prepare for the individual written assignment.

Assessment criteria Part 1, First cycle:

Children and youth in an international perspective, First cycle (15 ECTS)

A The area of knowledge is systematically described and valued and problems are exposed. 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 satisfactorily extensive and is coherent with correct references.

D The area of knowledge is described and discussed with help of course concepts. The essay is satisfactorily 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 1, Second cycle:

Children and youth in an international perspective, Second cycle (15 ECTS).

A The area of knowledge is systematically described and valued and problems are exposed. 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 satisfactorily 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 satisfactorily 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 to. The student must hand in a new text.

The grade for Part 2 is based on the written project report, the oral defense of the project, as well as serving as an opponent on another project. In order to pass Part 2, the student has to pass both the project and the opposition (at least grade E). The grade of the project is decisive for the grade. A higher degree on the opposition than on the project does not lead to a higher degree on Part 2. A lower degree on oral presentation, defense and opposition may lower the final degree on Part 2.

Assessment criteria Part 2:

Essay/Project, First cycle (15 ECTS)

Grade	Project	Oral defense	Opposition
A	Distinguished and outstanding presentation. The student shows an extraordinary capacity regarding the following issues: (1) A relevant presentation of the problem and a clear coherence between the different parts of the project, (2) well-founded connection to a relevant selection of previous research, consisting mainly of primary resources, (3) good theoretical connection, (4) relevant and well justified methodology, where research ethics are considered, (5) well-formulated description of the accomplishment of the research and the use of data, where these are analyzed, interpreted and assessed in relation to previous research and theoretical perspectives, as well as a discussion of the own research process, (6) written and communicative clarity, reference system without remarks.	Being able to answer questions convincingly and participate in discussions about the advantages and possible disadvantages of the own study.	Excellent presentation of the project, where both the disadvantages and advantages of the project are discussed and problems are exposed. Central problems are discussed and constructive suggestions are given.
B	Very good presentation. The student shows a good capacity regarding the following issues: (1) A relevant presentation of the problem and a clear coherence between the different parts of the project, (2) connection to a relevant selection of previous research, consisting mostly of primary resources, (3) theoretical connection, (4)		A careful control of the reference system is carried out.

	relevant and justified methodology, where research ethics are considered, (5) good description of the accomplishment of the research and the use of data, where these are analyzed, interpreted and assessed in relation to previous research and theoretical perspectives, as well as a discussion of the own research process, (6) written and communicative clarity, reference system without remarks.		
C	Good presentation. The student shows a good capacity regarding the following issues: (1) A relevant presentation of the problem and coherence between the different parts of the project, (2) connection to a relevant selection of previous research, (3) relevant methodology, where research ethics are considered, (4) satisfactory description of the accomplishment of the research and the use of data, where these are analyzed, interpreted and assessed in relation to previous research, as well as a discussion of the own research process, (5) written and communicative clarity, reference system is complete.	Satisfactory oral defence regarding the own project.	Satisfactory presentation of the project, where both the disadvantages and advantages of the project are discussed. Central problems are discussed and constructive suggestions are given. The reference system is controlled.
D	Satisfactory presentation. The student shows a good capacity regarding most of the following issues: (1) A relevant presentation of the problem and satisfactory coherence between the different parts of the project, (2) connection to a relevant selection of previous research, (3) relevant methodology, where research ethics are considered, (4) satisfactory description of the accomplishment of the research and the use of data, where these are analyzed, and interpreted in relation to previous research, as well as a discussion of the own research process, (5) acceptable language, reference system is complete.		
E	The presentation is sufficient regarding the minimal standard. The student shows some capacity regarding the following issues: (1) A relevant presentation of the problem and sufficient coherence between the different parts of the project, (2) connection to previous research, (3) methodology, where research ethics are considered, (4) sufficient description of the accomplishment of the research and the use of data, where these are analyzed, and interpreted in relation to previous research, (5) acceptable language, reference system is complete.		
Fx	The presentation is insufficient regarding the minimal standard. The student shows incapability regarding one or several of the following issues, but the shortcomings are regarded to possibly be attended: (1) A relevant presentation of the problem and sufficient coherence between the different parts of the project, (2) connection to previous research, (3) methodology, where research ethics are considered, (4) sufficient description of the accomplishment of the research and the use of data, where these are analyzed, and interpreted in relation to previous research, (5) acceptable language, reference system is mostly complete.	Unsatisfactory oral defense regarding the own essay.	Insufficient presentation of the project, where obvious disadvantages and advantages of the project are not discussed. Unsuitable priority of discussion regarding central versus peripheral issues. The reference

			system is not controlled.
F	The presentation is completely insufficient regarding the minimal standard. The student shows incapability regarding most of the following issues, and the shortcomings are not possible to be attended: (1) A relevant presentation of the problem, (2) connection to previous research, methodology, and research ethics, (3) the accomplishment of the research and the use of data, (4) acceptable language, reference system is mostly complete.	Oral defense has not been carried out.	Opposition has not been carried out.

Essay/Project, Second cycle (15 ECTS)

Grade	Essay	Oral defense	Opposition
A	Distinguished and outstanding presentation. The student shows an extraordinary capacity regarding the following issues: (1) A relevant presentation of the problem and a clear coherence between the different parts of the essay, (2) well-founded connection to a relevant selection of previous research, consisting mainly of primary resources, (3) justified theoretical connection, (4) relevant and well justified methodology, where research ethics are considered, (5) well-formulated description of the accomplishment of the research and the use of data, where these are analyzed, interpreted and assessed in relation to previous research and theoretical perspectives, as well as a discussion of the own research process, (6) written and communicative clarity, reference system without remarks.	Being able to answer questions convincingly and participate in discussions about the advantages and possible disadvantages of the own study.	Excellent presentation of the essay, where both the disadvantages and advantages of the essay are discussed and problems are exposed. Central problems are discussed and constructive suggestions are given. A careful control of the reference system is carried out.
B	Very good presentation. The student shows a good capacity regarding the following issues: (1) A relevant presentation of the problem and a clear coherence between the different parts of the essay, (2) connection to a relevant selection of previous research, consisting mostly of primary resources, (3) theoretical connection, (4) relevant and justified methodology, where research ethics are considered, (5) good description of the accomplishment of the research and the use of data, where these are analyzed, interpreted and assessed in relation to previous research and theoretical perspectives, as well as a discussion of the own research process, (6) written and communicative clarity, reference system without remarks.		
C	Good presentation. The student shows a good capacity regarding the following issues: (1) A relevant presentation of the problem and coherence between the different parts of the essay, (2) connection to a relevant selection of previous research, (3) theoretical connection, (4) relevant methodology, where research ethics are considered, (5) satisfactory description of the accomplishment of the research and the use of data, where these are analyzed, interpreted and assessed in relation to previous research and theoretical perspectives, as well as a discussion of the own research process, (6) written and communicative clarity, reference system is complete.	Satisfactory answering questions regarding the own essay.	Satisfactory presentation of the essay, where both the disadvantages and advantages of the essay are discussed. Central problems are discussed and constructive

D	Satisfactory presentation. The student shows a good capacity regarding most of the following issues: (1) A relevant presentation of the problem and satisfactory coherence between the different parts of the essay, (2) connection to a relevant selection of previous research, (3) theoretical connection, (4) relevant methodology, where research ethics are considered, (5) satisfactory description of the accomplishment of the research and the use of data, where these are analyzed, and interpreted in relation to previous research and theoretical perspectives, as well as a discussion of the own research process, (6) acceptable language, reference system is complete.		suggestions are given. The reference system is controlled.
E	The presentation is sufficient regarding the minimal standard. The student shows some capacity regarding the following issues: (1) A relevant presentation of the problem and sufficient coherence between the different parts of the essay, (2) connection to previous research, (3) theoretical connection, (4) methodology, where research ethics are considered, (5) sufficient description of the accomplishment of the research and the use of data, where these are analyzed, and interpreted in relation to previous research and theoretical perspectives, (6) acceptable language, reference system is complete.		
Fx	The presentation is insufficient regarding the minimal standard. The student shows incapability regarding one or several of the following issues, but the shortcomings are regarded to possibly be attended: (1) A relevant presentation of the problem and sufficient coherence between the different parts of the essay, (2) connection to previous research, (3) theoretical connection, (4) methodology, where research ethics are considered, (5) sufficient description of the accomplishment of the research and the use of data, where these are analyzed, and interpreted in relation to previous research and theoretical perspectives, (6) acceptable language, reference system is mostly complete.	Unsatisfactorily answering questions regarding the own essay.	Insufficient presentation of the essay, where obvious disadvantages and advantages of the essay are not discussed. Unsuitable priority of discussion regarding central versus peripheral issues. The reference system is not controlled.
F	The presentation is completely insufficient regarding the minimal standard. The student shows incapability regarding most of the following issues, and the shortcomings are not possible to be attended: (1) A relevant presentation of the problem, (2) connection to previous research, theoretical perspectives, methodology, and research ethics, (3) the accomplishment of the research and the use of data, (4) acceptable language, reference system is mostly complete.	Oral defense has not been carried out.	Opposition has not been carried out.

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.

Additional information

Other important information about being a student at Stockholm can be found at the following web site: <http://www.su.se/english>

Course Literature

- Brundtland, G. H. (1987). *Our Common Future: The World Commission on Environment and development*. Oxford: Oxford University press. [URL] <http://www.un-documents.net/wced-ocf.htm>
- Bryman, Alan (2004) *Social research methods* (2nd ed.). Oxford: Oxford University Press. (Chapters 1-5 and 27).
- Buckingham, David (2003). New media? New Childhoods. In Mary Jane Kehily (ed.) *An Introduction to Childhood Studies*. Maidenhead: McGraw-Hill. (provided)
- Bunar, N. (2010). Choosing for quality or inequality: current perspectives on the implementation of school choice policy in Sweden. *Journal of Education Policy*, 25(1), 1-18. (provided)
- Engdahl, I. & Sandqvist, K. (2009) *Writing a Thesis: A Guide for Scientific Reports*. Stockholm: Stockholm University.
- Englundh, E. (2008). *Folkrätt för barn som pedagogiskt åtagande: Statligt ansvar - regionalt lärande?* [International Law on Children as an Educational Commitment: National obligation - regional learning?]. Department of Education, Stockholm University. (diss nr 143). ISSN 1104-1625. (Summary in English, provided).
- Fass, Paula S. (2003). Children and globalization. *Journal of Social History* 36(4):963–977. [URL] http://muse.jhu.edu/journals/journal_of_social_history/v036/36.4fass.html
- The Gothenburg Recommendations on Education for Sustainable Development* (2008). <http://www.chalmers.se/gmv/EN/about-gmv/publications>
- UN. (1989). *The UN Convention on the Rights of the Child*. New York: United Nations. <http://www2.ohchr.org/english/law/crc.htm>
- UNESCO. *EFA Global Monitoring Report*. (Optional annual report) [URL] <http://www.unesco.org/en/education/efareport/reports/>
- UNICEF. *The State of the World's Children*. (Optional annual report) [URL] <http://www.unicef.org/publications/index.html>
- Woodhead, M. & Montgomery, H. Eds. (2003). *Understanding Childhood: An interdisciplinary approach*. John Wiley & Sons: Chichester; The Open University; Milton Keynes.
- Wyness, M (2006). *Childhood and society. A Introduction to the Sociology of Childhood*. New York: Palgrave MacMillan.

More articles will be handed out during the course.

Additional literature based on the topic for Part 2 and on research methodology will be chosen together with the supervisor.

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First outline for the essay/project paper.

Name, phone, e-mail address:

Appendix 1.

Working together with

Preliminary topic:

Background: (why is this topic interesting?)

Aim, Research questions:_(what do I want to find out?)

Literature: (what literature from the course and other sources do I plan to read and refer to?)

Data collection, method and extent: (What will I *do* to find out what I want to find out? Interviews? Observations? "Tests"? How many persons? What sort of persons? Where? Ethical issues)

Questions I have at this stage?