

Syllabus

for course at first level

Child and Youth Studies I

Barn- och ungdomsvetenskap I

30.0 Higher Education

Credits

30.0 ECTS credits

Course code:	UB101F
Valid from:	Spring 2009
Date of approval:	2008-06-30
Changed:	2008-12-17
Department	Department of Child and Youth Studies
Subject	Children and Youth Science/Studies

Decision

This syllabus is approved by the head of the Department of Child and Youth Studies in 2008-06-30

Prerequisites and special admittance requirements

Basic eligibility.

Course structure

Examination code	Name	Higher Education Credits
MOM1	Childrens and youths development and living conditions	7.5
MO02	Children's communication	7.5
MO03	Youth, identity and social arenas	7.5
MO04	Research methods and project work	7.5

Course content

The course is an introduction to child and youth studies and initially covers the development of children and adolescents and their living conditions. The course further treats themes like early communication, play and interaction with a variety of interaction partners, language development and bilingualism.

Youth in society are studied through contemporary research, observations and also through life stories in fiction. The course is completed by a field study of children and youth in society. The course introduces theory and research methology in child and youth studies

Learning outcomes

After having completed the course, the students are expected to be able to

- reflect over the possibilities and difficulties to take the perspective of children and youth
- describe the development and living conditions of children and youth (girls' and boys')
- describe children's communication and interaction
- describe and apply some key concepts, theories and perspectives about youth in society
- carry out a minor study with a focus on the perspective of children/youth while considering the ethical aspects and
- work with web-based folders

Module 1 Children's and youths development and conditions of life, 7.5 credits

Having completed this module, the students are expected to be able to

- discuss the concepts "perspectives on children" and "perspectives of children"
- discuss children's and youth's development and living conditions
- search for literature in databases • describe basic methodological procedures

Module 2 Children's communications I, 7.5 credits

Having completed this module, the students are expected to be able to • describe how children express and perceive gestures and speech as well as the importance of human interaction,

- describe children's bilingualism, and its circumstances and expression,
- carry out and interpret observations of children's communication, play and interactions

Module 3 Youth in society I, 7.5 hp

Having completed this module, the students are expected to be able to

- describe and apply certain basic concepts, theories, and perspectives related to youth in society
- analyse a narrated adolescence
- plan, carry out, and report an observation

Module 4 *Introduction to research theory and method, 7.5 credits* Having completed this module, the students are expected to be able to • carry out a minor study with a focus on the perspective of children while considering the ethical aspects

- analyse different kinds of texts and studies
- reflect over the consequences of particular research perspectives

Education

The course instruction consists of lectures, work in small student groups, field work and exercises, and individual reading and writing. The course work includes use of a local-net based learning platform in which the students collect working papers in web-based files.

The course description contains information about compensatory contributions in case of absences.

Forms of examination

a. Course examination is carried out as follows:

Module 1 is examined by an individual paper and oral presentations at seminars.

Module 2 is examined by an individual term paper.

Module 3 is examined in part by reviewing a life story in fiction and in part by an examination with written answers to assigned questions.

Module 4 is examined by a written and oral account of a field study.

b. Grades are given according to a criterion referenced seven-point scale:

A = Excellent

B = Very good

C = Good

D = Satisfactory

E = Adequate

Fx = Insufficient

F = Fail.

To obtain course credits, the minimum achievement is a grade E in all modules

c. Grading criteria are stated in the course description.

d. Conditions for renewed examination are stated in the course description.

e. Requirements for obtaining a final passing grade are active participation in seminars and study groups, completion of all course assignments and the usage a net-based learning platform.

Required reading

Ahmadi, Nader (red.). (2003). *Ungdom, kulturmöten, identitet*. (2 uppl.) Stockholm: Liber i samarbete med Statens institutionsstyr. (SIS)

Ambjörnsson, Fanny (2004). *I en klass för sig : genus, klass och sexualitet bland gymnasietjejer*. Stockholms universitet (diss)/Stockholm: Ordfront förlag.(valda delar)

Barnombudsmannens årsrapporter. www.bo.se (valda delar)

- Bjar, L. & Liberg, C. (2003). *Barn utvecklar sitt språk*. Lund: Studentlitteratur. Kap 1-7, 10. (ca 170 s.)
- Butcher, C. & Goldin-Meadow, S. (2000). Gesture and the transition from one- to two-word speech: when hand and mouth come together. In David McNeill (Ed.) *Language and gesture*. Cambridge: Cambridge University Press. s. 235-258.
- Clark, E. V. (2004). The young word maker: A case study of innovation in the child's lexicon. In Barbara C. Lust & Claire Foley (Eds.) *First Language Acquisition. The essential readings*. Malden: Blackwell Publishing. s. 396-422.
- Einarsson, J. (2000). *Barns språkliga dagar*. Lund: Studentlitteratur. (204 sidor, extensivt).
- Evenshaug, O & Hallen, D. (2001). *Barn- och ungdomspsykologi*. (2 uppl). Lund: Studentlitteratur. (valda delar, 250 s.)
- Flyghed, Janne & Estrada, Felipe (red.). (2007). *Den svenska ungdomsbrottsligheten*. (2 uppl). Lund: Studentlitteratur.
- Hammarberg, Thomas (2006). *Mänskliga rättigheter : konventionen om barnets rättigheter*. (rev. uppl.) Stockholm: Utrikesdepartementet
http://www.regeringen.se/download/b8de24c7.pdf?major=1&minor=40998&cn=attachmentPublDuplicator_0_attachment
- Håkansson, G. (1998). *Språkinläring hos barn*. Lund: Studentlitteratur. (115 sidor).
- Håkansson, G. (2003). *Tvåspråkighet hos barn i Sverige*. Lund: Studentlitteratur. Kap 5 - 9. (88s.)
- James, A. & James, A.L. (2004). *Constructing childhood: theory, policy and social practice*. (244 s.)
- Johansson, Eva & Pramling Samuelsson, Ingrid. (2003). Barns perspektiv och barnperspektiv. *Pedagogisk forskning i Sverige*. 8(1-2).
- Lalander, Philip & Johansson, Thomas. (2007). *Ungdomsgrupper i teori och praktik*. (3 uppl). Lund: Studentlitteratur. (271 s.)
- Lynch, S. A. & Warner, L. (2004). Computer use in preschools: Directors' reports of the state of the practice. *Early Childhood Research & Practice*. Spring 2004 (6 s).
- Löfberg, Cecilia. (2008). *Möjligheternas arena?: Barns och ungas samtal om tjejer, killar, känslor och sexualitet på en virtuell arena*. Stockholms universitet, Pedagogiska institutionen (diss). s. 1-47.
<http://www.diva-portal.org/su/abstract.xsql?dbid=7678>
- Moinian, Farzaneh. (2007). *Negotiating identities : exploring children's perspectives on themselves and their lives*. Stockholms universitet (diss).
- Nelson, A. & Svensson K. (2005). *Barn och leksaker i lek och lärande*. Stockholm: Liber. Kap 1-11. (143 s.)
- Repstad, Pål. (2007). *Närhet och distans*. (4 uppl). Lund: Studentlitteratur. (190 s.)
- Sverige. Statistiska centralbyrån. (2005). *Barns villkor*. Stockholm: Statistiska centralbyrån (SCB)
http://www.scb.se/statistik/_publikationer/LE0101_2002I04_BR_LE110SA0501.pd
- Thurén, Torsten. (2007). *Vetenskapsteori för nybörjare* (2 uppl). Malmö: Liber (184 s.).
- Vetenskapsrådet. (2002). *Forskningsetiska principer inom humanistisk-samhällsvetenskaplig forskning*. (www.vetenskapsradet.se)

In addition, readings will include current research articles and elective literature specified in the course description.