

Syllabus

for course at first level

**Children, Culture, Globalization
Barn, kultur, globalisering**

**30.0 Higher Education
Credits
30.0 ECTS credits**

| | |
|--------------------------|---------------------------------------|
| Course code: | UB303F |
| Valid from: | Spring 2009 |
| Date of approval: | 2008-09-01 |
| Department | Department of Child and Youth Studies |
| Subject | Children and Youth Science/Studies |

Decision

This syllabus is confirmed by the Head of the Department of Child and Youth Studies 2008-09-01.

Prerequisites and special admittance requirements

Two years of university studies within Teacher Education or Social science is required. Swedish upper secondary school course English B or equivalent or one of the following tests is also required: Cambridge CPE and CAE: Pass. IELTS : 6.0 (with no part of the test below 5.0). TOEFL (paper based): 550 (with minimum grade 4 on the written test part). TOEFL (computer based): 213. TOEFL (internet based): 79.

Course structure

| Examination code | Name | Higher Education Credits |
|------------------|--|--------------------------|
| MOM1 | Children and Youth in an international perspective | 15 |
| MOM2 | Essay/Project | 15 |

Course content

The first part of the course deals with the concepts of children and youth, identity, culture, globalization, sustainable development, socialisation, play and learning in different ways. Research methodology is integrated. The following perspectives are brought up:

- Cultural identity and self identity
- Value and belief systems driving childhood and youth
- Influence and participation for children and youth
- The history and development relating to concepts of globalization and sustainable development including the impact of media
- Theoretical perspectives that influence formal and informal curricula
- Intergenerational arenas During the second part of the course students perform a study/project ending up in a thesis/report. The data collection can be made in Sweden or abroad. The topic for the essay shall be chosen among the concepts studied during part one.

Learning outcomes

After finished course students are expected to have ability to

- show awareness of concepts, terms, definitions and debates regarding culture and identity
- provide a broad historical review of the development of the different concepts and interpretation of globalization and sustainable development
- adapt a critical and questioning approach to the influences of global trends on education and socialization
- carry out a minor scientific study/project and present the project in writing

- choose relevant research methodology and apply ethical principles
- present another student's work and defend one's own project during a seminar

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 interpretation of globalization
- show awareness of concepts and debates regarding culture and identity
- adapt a critical approach to the influences of global trends on 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

Education

In the course uses the following teaching and learning methods are used: Lectures, seminars, reading, group tasks, study visits, field studies, individual and group presentations, web-based portfolio and academic writing.

The study guide specifies how students compensate for absences.

Forms of examination

a) The course is examined in different ways:

Part one of the course is examined by individual and group presentations in writing and orally.

Part Two of the course is examined by a written essay and critical presentation and discussion on essays.

b) Assessment is done with a goal-oriented grading system in seven steps.

- A = Excellent
- B = Very Good
- C = Good
- D = Satisfactory
- E = Adequate
- Fx = Insufficient
- F = Fail

Students need to achieve credit E or higher on both parts to pass the course.

c) Assessment criteria are to be found in the Study guide.

d) Rules for reexamination are to be found in the Study guide.

e) To receive the final course grades students are required to be active during the seminars and group work and to have fulfilled all course tasks

Interim

This course replaces the course IPK31C at Stockholm Institute of Education.

Misc

The project can be reported in an exam paper. The course is well suited for Minor Field Studies.

Required reading

Compulsory literature: Bryman, A. (2004). *Social Research Methods*. (2 ed). Oxford: Oxford University press. (parts of Approx. 200 p.)

Curriculum for pre-school, Lpfö 98. (2006)

Curriculum for the compulsory school, the pre-school class and the leisure-time centre, Lpo 94. (2006)

Curriculum for the Non-Compulsory School System – Lpf 94. (2006). www.skolverket.se

Engdahl, I. & Jacobsson-Wentworth, G. (2003). *Writing a Thesis. A guide for scientific reports*. Stockholm

Institute of Education. Gore, A. (2006). *An Inconvenient Truth: The Planetary Emergency of Global Warming and What We can Do About It*. Emmaus, Pa: Rodale. Lindstrand, P. (2004). *Playground and outdoor play*. Stockholm: SITREC, KTH.

Ljusberg, A-L, Brodin, J. & Lindstrand, P. (2007). Ethical issues when interviewing children in remedial class. *International Journal of Rehabilitation Research*, 30:203-207.

Ochs, Elinor and Bambi B. Schieffelin. 1984. Language acquisition and socialization: Three developmental

stories and their implications. In: Richard R. Schweder and Robert Alan LeVine (eds.) *Culture theory: Essays on mind, self and emotion*. pp. 276-320. Cambridge: Cambridge University Press.

Pramling Samuelsson, I. & Kaga Y. (eds.). (2008). *The contribution of early childhood to a sustainable society*. Paris: UNESCO United Nations. (1989).

Pramling Samuelsson, I. & Fleer, M. (2008). *Play and Learning in Early Childhood Settings*. Springer. ISBN 978-1-4020-8497-3 UN. (1989). *The Convention on the Rights of the Child*. New York: United nations. <http://www.un.org/cyberschoolbus/treaties/child.asp> Articles from reviewed journals on (provided) Children's participation and influence Youth Culture Students choose together with their advisor additional literature relevant for the essay topics.

Optional literature:

Brundtland, G. H. (1987). *Our Common Future. The World Commission on Environment and development*. Oxford: Oxford University press. www.

Dahlberg, G. & Moss, P. (2005). *Ethics and Politics in Early Childhood Education*. London:

Routledge/Falmer. OECD. (2001/2006). *Starting strong I and II. Early Childhood Education and Care*. Paris: OECD. UNESCO.

EFA Global Monitoring Report. Optional Annual Report 2000 – UNICEF.

The State of the World's Children. Optional annual reports.

www.bo.se Children's Ombudsman, Sweden www.sei.se Stockholm Environment Institute