

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:	Autumn 2009
Date of approval:	2008-09-01
Changed:	2009-02-17
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 and revised by the Board of the Department of Child and Youth Studies 2009-02-17.

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
- Participation and influence of 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 education
- 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 childhood and youth, as well as the

cultures and identity formations of children and young people

- provide a broad historical review of the development of the different concepts and interpretation of globalization
- adapt a critical approach to international trends on children's care, adversities, 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 credits

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, terms, definitions and debates regarding childhood and youth, as well as the cultures and identity formations of children and young people
- adapt a critical approach to international trends on children's care, adversities, education and socialization

Part 2 Essay/Project, 15 credits

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

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

It is similar to the course UB303C.

Misc

The project can be reported in an exam paper.

The course is well suited for Minor Field Studies.

Required reading

Compulsory literature:

Anderson-Levitt, K. M. (2005) The schoolyard gate: Schooling and childhood in a global perspective. *Journal of Social History* 38(4):987-1006.

- Bryman, A. (2004) *Social Research Methods* (2nd ed.). Oxford: Oxford University Press.
- Christensen, P. & James, A. (eds.) (2008) *Research with Children* (2nd ed.). London: Routledge.
- Engdahl, I. (2009) *Writing a Thesis: A Guide for Scientific Reports*. Stockholm: Stockholm University.
- Fass, P. (2003) Children and globalization. *Journal of Social History* 36(4):963-977.
- Havström, M., Magnusson, K. & Ottosson, P. (2007). *Laboratory for Democratic Learning*, Report: Gothenburg Workshop.
- Montgomery, H., Burr, R. & Woodhead, M. (2003) *Changing Childhoods: Local and Global*. Milton Keynes: Open University Press.
- Pramling Samuelsson, I. & Kaga, Y. (eds.) (2008) *The Contribution of Early Childhood Education to a Sustainable Society*. Paris: UNESCO.
- Ochs, E. & Schieffelin, B. (1984) Language acquisition and socialization: Three developmental stories. In: R. Shweder & R. LeVine (eds.) *Culture Theory: Mind, Self, and Emotion*. Cambridge: Cambridge University Press.
- Steger, M. (2009) *Globalization: A Very Short Introduction*. Oxford: Oxford University Press.
- United Nations (1989). The Convention on the Rights of the Child. New York: United Nations.
- Wyness, M. (2006) *Childhood and Society: An Introduction to the Sociology of Childhood*. New York: Palgrave MacMillan.
- Articles from peer-reviewed journal (accessed through the University Library)

Optional 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>
- Curriculum for pre-school, Lpfö 98. (2006) [URL] <http://www.skolverket.se/sb/d/493>
- Curriculum for the compulsory school, the pre-school class and the leisure-time centre, Lpo 94. (2006) [URL] <http://www.skolverket.se/sb/d/493>
- Curriculum for the Non-Compulsory School System – Lpf 94. (2006). [URL] <http://www.skolverket.se/sb/d/493>
- OECD. (2001/2006). *Starting strong I and II: Early Childhood Education and Care*. Paris: OECD.
- 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>