



# Syllabus

for course at first level

**Children, Culture, Globalization**

**Barn, kultur, globalisering**

**30.0 Higher Education**

**Credits**

**30.0 ECTS credits**

<b>Course code:</b>	UB303F
<b>Valid from:</b>	Autumn 2012
<b>Date of approval:</b>	2008-09-01
<b>Changed:</b>	2012-03-08
<b>Department</b>	Department of Child and Youth Studies
<b>Subject</b>	Children and Youth Science/Studies

## Decision

This syllabus is confirmed by the department of Child and Youth Studies

- Autumn 2012: 2012-03-08 (Head of the Department),
- Autumn 2010: 2010-04-08 (Head of the Department),
- Autumn 2009: 2009-02-17 (Board of the Department),
- Spring 2009: 2008-09-01 (Head of the Department).

## 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
EXA1	Group work	2.5
EXA2	Curricula comparison	2.5
EXA3	Individual paper	10
EXA4	Essay	13
EXA5	Serving as an Opponent	2
EXA6	Thesis	13

## Course content

There are two parts in the course. The first part 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 concept of globalization linked to new technology and social media
- Theoretical perspectives that influence formal and informal education
- Intergenerational arenas
- National and international steering documents

During the second part of the course students perform a study ending up in a report. The data collection can

be made in Sweden or abroad. The topic for the essay shall be chosen among the areas studied during part one.

### **Learning outcomes**

After finished course students are expected to have ability to

- show critical awareness of concepts, terms, definitions and debates regarding childhood and youth, as well as the cultures and identity formations of children and young people,
- demonstrate a critical approach to international trends on children's care, adversities, education and socialization,
- adapt a critical approach to international trends within education and socialization,
- carry out a minor study and present the project in writing,
- choose relevant research methodology and apply ethical principles and
- present and discuss 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

- show critical awareness of concepts, terms, definitions and debates regarding childhood and youth, as well as the cultures and identity formations of children and young people,
- demonstrate a critical approach to international trends on children's care, adversities, education and socialization and
- adapt a critical approach to international trends within 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 study and present the project in writing,
- choose relevant research methodology and apply ethical principles and
- present and discuss another student's work and defend one's own project during a seminar.

### **Education**

The following teaching and learning methods are used in the course: Lectures, seminars, reading, group tasks, study visits, field studies, individual and group presentations and academic writing.

Students are entitled to scheduled supervision during Part two of the course. If the project is not finished during the course, students may apply for extra supervision to the Director of Studies. Extra supervision may be allocated based on an assessment of the students' previous work and the quality of the work.

Seminars are mandatory. Absence can be compensated in accordance with instructions by the course director. With an absence over 45 % from seminars, the student is considered not to have taken the course and must re-register in order to complete the course at a later time.

### **Forms of examination**

#### *a) FORMS FOR EXAMINATION*

The course is examined in the following way:

In Part one of the course there are three examinations:

- EXA1 Group work, 2.5 cr, assessed in accordance with a two-grade rating scale G-U
- EXA2 Curricula comparisons, 2.5 cr, assessed in accordance with a two-grade rating scale G-U,
- EXA3 Individual paper, 10 cr, assessed according to a criterion referenced seven-point scale A-F.

Part two is examined with two examinations:

- EXA4 Essay, 13 cr (project), OR EXA6 Thesis, 13 cr, assessed according to a criterion referenced seven-point scale A-F
- EXA5 Serving as an opponent, 2 cr, assessed in accordance with a two-grade rating scale G - U.

#### *b) ASSESSMENT*

Assessment of the whole course and of EXA3, EXA4 and/or EXA6 is made according to a criterion referenced seven-point scale A-F:

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

Assessment of EXA1, EXA2 and EXA5 is made according to a two-grade rating scale G-U:

G = Approved

U = Not approved

*c) ASSESSMENT CRITERIA*

The grading criteria for this course are included in the Study Guide.

*d) FINAL GRADE*

A grade of at least E or G on all written and oral assignments and exams is required in order to obtain a grade for the whole course.

The grade given for Part two of the course serves as point of origin for the final course grade. A higher or lower, grade on Part one may lead to one point change of the final course grade.

*e) RE-EXAMINATION AND FAIL*

In order to obtain at least a grade of E or G, a student who has received an F, Fx or U has the right to additional four tests provided the course is still offered. □

A student who has received a grade of E or higher, may not take the test again in order to receive a higher grade. □

A student who has received the grade of F, Fx or U twice on a given test and by the same examiner can, on application, be granted a new examiner. The application should be addressed to the director of studies. □

A student who receives the grade Fx has the possibility of complementing the exam within two weeks after being informed of the need to do this. If this is not done in the time allowed the student retakes the examination.

Forms for retaking exams are given in the study guide. Opportunity to retake exams is given at least once per semester.

**Interim**

Students may request to be examined in accordance with this syllabus up to three times over a two year period following its expiry. Such requests should be made to the responsible Director of Studies.

**Limitations**

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

The course cannot be used for a degree together with the following courses:

- UB303C Children, Culture, Globalization,
- UB404F Children, Culture, Globalization, Second Cycle.

Part 1 of the course *Children and Youth in an international perspective* corresponds with the course UB113F/UB200B Implementing the UN Convention on the Rights of the Child.

**Misc**

The project can be reported as a Thesis. Students may apply for a change of supervisor by the Director of Studies.

The course is well suited for Minor Field Studies.

**Required reading**

Arendt, H. (2003). 'Reflections on Little Rock'. *The Portable Hannah Arendt*. London: Penguin Press. (12 p.)

Buckingham, D. (2003). New media? New Childhoods. In Mary Jane Kehily (ed.) *An Introduction to Childhood Studies*. Maidenhead: McGraw-Hill. (15 p.)

Engdahl, I. & Sandqvist, K. (2009). *Writing a Thesis: A Guide for Scientific Reports*. Stockholm: Stockholm University. (10 p.)

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?]. Stockholm: Pedagogiska institutionen, Stockholm University. (diss no 143.) (Summary in English, pp. 255-262).

Jenks, C. (2005). *Childhood*, (2 uppl). London: Routledge. (certain parts, 60 p.)

Lechner, F. J. (ed.) (2007). *The Globalization Reader*. Oxford: Wiley-Blackwell. (120 p.)

*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 YAnnual Report)  
<http://www.unesco.org/en/education/efareport/reports/>

UNICEF. *The State of the World's Children*. (Optional Annual Report)  
<http://www.unicef.org/publications/index.html>

Woodhead, M. & Montgomery, H. (eds.). (2003). *Understanding Childhood: An interdisciplinary approach*. Milton Keynes: John Wiley & Sons; Open University. (150 p.)

Wyness, M. (2006). *Childhood and society. An Introduction to the Sociology of Childhood*. New York: Palgrave MacMillan. (200 p.)

Additional scientific articles (100 p.) will be presented in the Study Guide.