

Kurslitteratur för UB14MP – Barns och ungas vardagsarenor 7,5 hp, avancerad nivå

Gäller från och med HT 2022.

Kurs inom Avdelningen för barn- och ungdomsvetenskap.

Beslutat av institutionsstyrelsen 2022-04-12.

Titlar som är markerade med * finns att söka fram elektroniskt, antingen via su.se/biblioteket eller öppet på internet.

Titlar som är markerade med ** finns tillgängliga som pdf-er via kurssidan i Athena.

Obligatorisk litteratur

* Holt, L. (2011). *Geographies of children, youth and families*. Taylor & Francis. (317 s.)

Hem och bostadsområde

* Cahill, C. (2000). Street Literacy: Urban Teenagers' Strategies for Negotiating their Neighbourhood. *Journal of Youth Studies*, 3(3), 251-277. (26 s.)

* Cairns, K. (2018). Youth, temporality, and territorial stigma: Finding good in Camden, New Jersey. *Antipode*, 50(5), 1224-1243. (19 s.)

* Christensen, P., James, A. & Jenks, C. (2000). Home and movement: Children constructing family time. *Children's geographies: Playing, living, learning*, 139-155. (16 s.)

* Forsberg And, H. & Strandell, H. (2007). After-school hours and the meanings of home: Re-defining Finnish childhood space. *Children's Geographies*, 5(4), 393-408. (15 s.)

* Gottzén, L. & Sandberg, L. (2019). Creating safe atmospheres? Children's experiences of grandparents' affective and spatial responses to domestic violence. *Children's geographies*, 17(5), 514-526. (12 s.)

* Gough, K. V. & Franch, M. (2005). Spaces of the street: socio-spatial mobility and exclusion of youth in Recife. *Children's Geographies*, 3(2), 149-166. (17 s.)

* Karlsson, S. (2019). 'You said "home" but we don't have a house' – children's lived rights and politics in an asylum centre in Sweden. *Children's Geographies*, 17(1), 64-75. (11 s.)

* Kjørholt, A. T. & Bunting, M. (2021): Places to belong? Narrating childhood(s) and the coast as a home across three generations in a community of islands, *Children's Geographies*, 1-15. (15 s.)

Barn- och ungdomsvetenskapliga institutionen

- * Milani, T. M. & Jonsson, R. (2012). Who's afraid of Rinkeby Swedish? Stylization, complicity, resistance. *Journal of Linguistic Anthropology*, 22(1), 44-63. (19 s.)
- * Mukherjee, U. (2021). Navigating children's screen-time at home: narratives of childing and parenting within the familial generational structure, *Children's Geographies*, 19(6), 646-658. (12 s.)
- * Nayak, A. (2010). Race, affect, and emotion: young people, racism, and graffiti in the postcolonial English suburbs. *Environment and Planning A*, 42(10), 2370-2392. (22 s.)
- * van der Burgt, D. (2008). How Children Place Themselves and Others in Local Space. *Geografiska Annaler. Series B, Human Geography*, 257-269. (12 s.)

Stadsrummet/landsbygdsrummet

- * Areschoug, S. (2019). Rural failures: Representations of (im) mobile young masculinities and place in the Swedish countryside. *Boyhood Studies*, 12(1), 76-96. (20 s.)
- * Cele, S. (2013). Performing the political through public space: Teenage girls' everyday use of a city park. *Space and Polity*, 17(1), 74-87. (13 s.)
- * Ekman Ladru, D., Gustafson, K. & Joelsson, T. (2021). Children's prosthetic citizenship as 'here-and-now', 'not-yet' and 'not-here'. the case of the mobile preschool. *Social & Cultural Geography*, 1-19. (19 s.)
- * Horton, J. & Kraftl, P. (2018). Three playgrounds: Researching the multiple geographies of children's outdoor play. *Environment and Planning A: Economy and Space*, 50(1), 214-235. (21 s.)
- * Karsten, L. (2005). It all used to be better? Different generations on continuity and change in urban children's daily use of space, *Children's Geographies*, 3(3), 275-290. (15 s.)
- * le Grand, E. (2020). Representing the middle-class 'hipster': Emerging modes of distinction, generational oppositions and gentrification. *European journal of cultural studies*, 23(2), 184-200. (16 s.)
- * Matthews, H. et al. (2000). Growing up in the countryside: children and the rural idyll. *Journal of Rural Studies* 16, 141-169. (28 s.)
- * Matthews, H., Taylor, M., Percy-Smith, B. & Limb, M. (2000). The unacceptable flaneur: The shopping mall as a teenage hangout. *Childhood*, 7(3), 279-294. (15 s.)
- * Nairn, K., Panelli, R., & McCormack, J. (2003). Destabilizing dualisms: Young people's experiences of rural and urban environments. *Childhood*, 10(1), 9-42. (31 s.)
- * Rodó-de-Zárate, M. (2015). Young lesbians negotiating public space: an intersectional approach through places. *Children's Geographies*, 13(4), 413-434. (21 s.)

Institutionella rum

- Aspán, M. (2022). Kungliga Operan som plats för ytterstadens barn? En barndomsgeografisk analys av samspelade kontraster. I A. Burman & P Lundberg Bouquelson (Red.), *I rörelse. Estetiska erfarenheter i pedagogiska sammanhang*. (s. 163-187). Södertörns Högskola. (24 s.)

- * Birch, J. (2018). Museum spaces and experiences for children—ambiguity and uncertainty in defining the space, the child and the experience. *Children's Geographies*, 16(5), 516-528. (12 s.)
- * Gustafson, K. (2009). Us and them – children's identity work and social geography in a Swedish school yard. *Ethnography and Education*, 4(1), 1-16. (16 s.)
- * Haglund, T. (2018). Från romantik till normkritik. Visuell kommunikation inom digitala fangemenskaper. *Barnboken*, 41, 1-21. (21 s.)
- * Merikivi, J., Myllyniemi, S. & Salasuo, M. (2019). Smartphone kids. Digital media use among Finnish children. I A. Sparrman (Red.), *Making culture. Children's and young people's leisure cultures* (s. 99-107). Myndigheten för kulturanalys. (9 s.)
- * Rasmussen, K. (2004). Places for Children – Children's Places. *Childhood*, 11(2), 155–173. (18 s.)
- * Sparrman, A. (2019). Children's and young people's leisure culture. I A. Sparrman (Red.), *Making culture. Children's and young people's leisure cultures* (s. 8-18). Myndigheten för kulturanalys. (11 s.)

Utöver den obligatoriska litteraturen listad ovan tillkommer vetenskapliga artiklar om ca 100 sidor som studenten söker på egen hand för att göra en forskningsöversikt (Individuell skriftlig uppgift 2).

Fördjupningslitteratur

Generellt om barndomsgeografi (Geographies of children, youth and families)

- * Holloway, S.L. & Valentine, G. (Eds.). (2000). *Children's Geographies: Playing, Living, Learning*. Routledge. (238 s.)
- * Holloway, Sarah L. (2014). Changing children's geographies, *Children's Geographies*, 12(4), 377-392. (16 s.)
- * Hopkins, P. & Pain, R. (2007). Geographies of age: thinking relationally. *Area* 39(3), 287- 294. (8 s.)
- Panelli, R., Punsch, S. & Robson, E. 2007. *Global Perspectives on Rural Childhood and Youth: Young Rural Lives*. New York: Routledge* (265 s.)
- * Skelton, T. & Aitken, S.C. (Red.). (2019). *Establishing geographies of children and young people*. Springer.
- * Valentine, G. (2016). *Public Space and the Culture of Childhood*. Routledge. (144 s.)

Andra empiriska studier

- Holdsworth, C. (2019) Families and Flow: The Temporalities of Everyday Family Practices. I L. Murray, L. McDonnell, T. Hinton-Smith, N. Ferreira & K. Walsh. (2019) *Families in motion. Ebbing and flowing through space and time*. Emerald Publishing ltd., 155-176. (22 s.)

* Tesar, M. (2016). Timing childhoods: An alternative reading of children's development through philosophy of time, temporality, place and space. *Contemporary Issues in Early Childhood Vol. 17*(4) 399–408. (10 s.)

* Valentine, K. D. & Jensen, Lucas, J. (2021). Mobile entanglements and communitas: the embodied nature of play in *Pokémon Go*. *Education Tech Research Dev* 69, 1955–1985. (31 s.)