

Kurslitteratur för UB458F – Barn, unga och migration, 7,5 hp, avancerad nivå

Gäller från och med VT 2023.

Kurs inom Avdelningen för barn- och ungdomsvetenskap.

Beslutat av institutionsstyrelsen 2022-12-20.

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

Obligatorisk litteratur

- * Ahmed, S. (2007). A Phenomenology of Whiteness. *Feminist Theory* 8(2), 149-168. (19 s.) **eller**
Ahmed, S. (2010). Vithetens fenomenologi. *Tidskrift för genusvetenskap* 1-2, 48–69. (21 s.).
- * Antonsich, M. (2018). The face of the nation: Troubling the sameness–strangeness divide in the age of migration. *Transactions of the Institute of British Geographers*, 43(3), 449–461. (13 s.)
- * Chase, E. (2010) Agency and Silence: Young People Seeking Asylum Alone in the UK. *British Journal of Social Work*, 40, 2050–2068. (18 s.)
- * Donà, G. & Veale, A. (2011). Divergent discourses, children and forced migration. *Journal of Ethnic and Migration Studies*, 37, 1273–1289. (16 s.)
- * Erdal, M. B. & Oeppen, C. (2013). Migrant Balancing Acts: Understanding the Interactions Between Integration and Transnationalism. *Journal of Ethnic and Migration Studies*, 39(6), 867–884. (18 s.)
- * Faist, T. & Bilecen, B. (2019). Transnationalism. I Gold, S.J. (Red.), *Routledge International Handbook of Migration Studies* (2nd ed.). (s. 499–511). Routledge. (13 s.).
- * Hagström, M. (2018). *Raka spår, sidospår, stopp: Vägen genom gymnasieskolans språkinträdelse som ung och ny i Sverige*. [Doktorsavhandling, Linköpings universitet]. Läsanvisning kap 4 - 5. (47 s.)

Barn- och ungdomsvetenskapliga institutionen

- * Hall, S. (1992). The West and the Rest: Discourse and Power. I Hall, S. & Gieben, B. (Red.), *Formations of modernity*. (s. 275–331). Polity Press. (56 s.)
- * Herz, M. (2018). ‘Becoming’ a possible threat: masculinity, culture and questioning among unaccompanied young men in Sweden. *Identities*, 26(4), 431–449. (20 s.)
- * Hübinette, T., & Lundström, C. (2014). Three phases of hegemonic whiteness: understanding racial temporalities in Sweden. *Social Identities*, 20(6), 423–437. (15 s.)
- * Jonsson, R. (2018). Handling the Other in Anti-racist Talk. Linguistic ethnography in a prestigious Stockholm upper secondary school. I Hållsten, S. & Nikolaidou, Z. (Red.), *Explorations in Ethnography, Language and Communication Capturing linguistic and cultural diversities*. Södertörn Discourse Studies 7. (15–39). (24 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.)
- * Josefsson, J. (2017). Children's Rights to Asylum in the Swedish Migration Court of Appeal. *International Journal of Children's Rights*, 25(1), 85–113. (28 s.)
- * Kallis, G., Yarwood, R. & Tyrrell, N. (2020). Gender, spatiality and motherhood: Intergenerational change in Greek-Cypriot migrant families in the UK. *Social & Cultural Geography* 23(5), 697–714. (18 s.)
- * Krekula, C., Närvänen, A-L. & Näsman E. (2005). Ålder i intersektionell analys. *Kvinnovetenskaplig tidskrift*, 2-3, 81–94. (13 s.)
- * Lalander, P. & Raoof, D. (2017). Vi vet vad du behöver”: Konstruktion och motstånd av ’ensamkommande’ på HVB. *Socialvetenskaplig tidskrift*, 23(3-4), 219–238. (19 s.)
- * Lundström, M. (2021). Barns perspektiv på svensk vardagsrasism. *Sociologisk Forskning*, 58(4), 433–454. (21 s.)
- * Mavroudi, E. (2007). Diaspora as Process: (De)Constructing Boundaries. *Geography Compass* 1(3), 467–479. (14 s.)
- * Mavroudi, E. & Holt, L. (2021). Learning to be (multi)national: Greek diasporic childhood re-memories of nationalism and nation-building in Australia. *Children’s Geographies*, 19(5), 552–566. (14 s.)
- * Nilsson, J. & Bunar, N. (2016). Educational responses to newly arrived students in Sweden: Understanding the structure and influence of post-migration ecology. *Scandinavian Journal of Educational Research*, 60(4), 399–416. (17 sidor).
- * Page, B., Christou, A. & Mavroudi, E. (2017). Introduction: from time to timespace and forward to time again in migration studies. I Mavroudi, E., Page, B. & Christou, A (Red.), *Timespace and International Migration*. (1–16). Edward Elgar Publishing Limited. (15 s.)
- * Pérez-Aronsson, F. (2019). ”Åh vad kul, nu börjar det invandrare på skolan!”: Ungas upplevelser av rasism och överlevnadsstrategier i svenska skolan. *Educare*, 4, 76–100. (24 s.)

- * Seeberg, M.L. & Goździak E.M. (2016). Contested Childhoods: Growing up in Migrancy. I Seeberg, M.L. & Goździak E.M. (Red.), *Contested Childhoods: Growing up in Migrancy. Migration, Governance, Identities*. IMISCOE Research Series. (1–19). Springer. (18 s.)
- * Seeberg, M.L. & Goździak E.M. (2016). Looking Ahead: Contested Childhoods and Migrancy, i Seeberg, M.L. & Goździak E.M. (Red.), *Contested Childhoods: Growing up in Migrancy. Migration, Governance, Identities*. IMISCOE Research Series. (179–187). Springer. (9 s.)
- * Spyrou, S. (2006). Constructing ‘the Turk’ as an Enemy: The Complexity of Stereotypes in Children’s Everyday Worlds. *South European Society and Politics*, 11(1), 95–110. (15 s.)
- *van de Wetering, S.A.L. (2020). Stigmatization and the social construction of a normal identity in the Parisian *banlieues*. *Geoforum*, 116, 303–312. (9 s.)
- *Wiltgren, K. L. (2014) Import: Ungdomar skapar etniska kategoriseringar. *Barn*, 4, 31–45. (14 s.)
- *Åkerblom, A. & Harju, A. (2021). The becoming of a Swedish preschool child? Migrant children and everyday nationalism. *Children’s Geographies*, 19(5), 514–525. (11 s.)

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