



## Course syllabus

Faculty of Social Sciences

Department of Social Studies

5SO450 Barndomssociologi, 7,5 högskolepoäng

5SO450 Sociology of Childhood, 7.5 credits

### **Main field of study**

Sociology

### **Subject Group**

Sociology

### **Level of classification**

Second Level

### **Progression**

A1F

### **Date of Ratification**

Approved 2022-11-14

Revised 2023-06-22 by Faculty of Social Sciences. Revision of literature

The course syllabus is valid from autumn semester 2023

### **Prerequisites**

General entry requirements for second-cycle studies and specific entry requirements:

- Degree of Bachelor of Science in Sociology, or the equivalent
- Swedish 3/B and English 5/A, or the equivalent
- 30 credits at the second-cycle level in Sociology, or the equivalent

## Objectives

Upon completion of the course, students should be able to:

- account for and adopt an independent approach to different perspectives on sociology of childhood,
- interpret and adopt a critical approach to key theories and concepts within the sociology of childhood,
- apply concepts and theories, as well as be able to account for their applicability and limitations within the sociology of childhood,
- orally and in writing, identify, compile and problematise themes relevant to the course, in their own texts as well as in the those of others.

## Content

The course introduces the origin of the sociology of childhood within the subject of

sociology, and its development over time. This includes theoretical perspectives, key concepts as well as empirical research fields. The course is aimed at giving the students the conditions required to be able to identify, adopt an approach to and use the fundamental building blocks of the sociology of childhood. The course comprises thematic areas of advanced studies in areas such as children's rights and participation, children's conditions and inequality, and the importance of social categorisation concerning for instance age, sex, and ethnicity for children and childhood.

## Type of Instruction

Teaching consists of lectures and seminars.

## Examination

The course is assessed with the grades Fail (U), Pass (G) or Pass with Distinction (VG).

Examination of the course takes place by means of two seminars and an independent written assignment. In order to receive a grade of Pass, the course objectives must be fulfilled. For a grade of Pass with Distinction in the course, the student must receive the grade of Pass with Distinction for the final written examination.

A retake of the examination is provided in accordance with the Local Regulations for First-Cycle and Second-Cycle Courses and Examination at Linnaeus University.

Should the university determine that a student is entitled to special educational support due to impairment, the examiner may provide the student with an adapted test or the student may carry out the examination in an alternative way.

## Course Evaluation

A course evaluation is carried out either during or at the end of the course. Results and analysis of the evaluation are presented to the students who have completed the course as well as to new students at the following course date. The course evaluation is conducted anonymously.

## Required Reading and Additional Study Material

Bacon, Kate and Frankel, Sam. (2014) Rethinking Children's Citizenship. Negotiating Structures, Shaping Meanings. *International Journal of Children's Rights* 22 21-42 (21 p.)

Evertsson, Marie & Magnusson, Charlotta. (2014). *Ojämlighetens dimensioner: uppväxtvillkor, familj, arbete och hälsa i samtida Sverige*. Stockholm: Liber. ISBN: 978-91-47-11129-9. (Chapter 1-5, ca. 100 p.)

Fattore, Tobia and Fegter, Susanne. (2019). Children, social class and social practices: A theoretical analysis of children's practices of class distinction. *Children and Youth Services Review*. 97 67-75, 8 p.

James, Adrian L. & James, Allison. (2012). *Key concepts in Childhood studies*. London: Sage Publications. ISBN: 9781446201909 (160 p.)

James, Allison. (2011). To Be(Come) or Not to Be(Come): Understanding Children's Citizenship. *Annals, AAPSS*, 633 167-178. (11 p.)

Kehily, Mary Jane. (eds) (2015). *An Introduction to Childhood Studies* (3rd ed), Maidenhead: Open University Press. ISBN: 9780335264285 (216 p.)

Kustatscher, Marlies. (2017). Young children's social class identities in everyday life at primary school: The importance of naming and challenging complex inequalities. *Childhood*. 24 (3) 381-395, 14 p.

Lareau, Annette. (2000). Social Class and the Daily Lives of Children. A Study from the United States. *Childhood*. 7(2) 155-171, 16 p.

Messner, Michael, A. (2000). Barbie Girls versus Sea Monsters. *Gender and Society*. 14 (6) 765-784, 19 p.

Moore, Valerie, Ann. (2001). Doing Racialized and Gendered Age to Organize Peer Relations. Observing Kids in Summer Camp. *Gender and Society* 15 (6) 835-858, 23 p.

Mörk, Eva. Svaleryd, Helena & Sjögren, Anna. (2020). Ojämlighet i hälsa under uppväxten. *Ekonomisk Debatt*, Nr 4/2020 (volume 48). (14 p.)

Närvänen, Anna Liisa and Näsman, Elisabet. (2004). Childhood as Generation of Life phase? *Young* 12 71-91. (20 p.)

Spyrou, Spyros (2011). The limits of children's voices: From Authenticity to critical, reflexive representation. *Childhood*. 18(2): 151-165

Thomas, Nigel. (2007). Towards a Theory of Children's Participation. *International Journal of Children's Rights*. 15 199-218. (19 p.)

Wall, John. and Dar, Anandini. (2011). Children's Political Representation: The right to make difference. *International Journal of Children's Rights*. 19 595-612. (17 p.)

Zelizer, Viviana A. (1994). *Pricing the priceless child: the changing social value of children*. Princeton: Princeton University Press, ISBN: 9780691034591 (296 p.)