

The Philosophy of Childhood and Educational Policy

Barndomens filosofi och utbildningspolicy
7.5 credits

Programme course

721A67

Valid from: 2025 Autumn semester

Determined by	Main field of study	
Course and Programme Syllabus Board at the Faculty of Arts and Sciences	Applied Ethics	
Date determined	Course level	Progressive specialisation
2024-11-12	Second cycle	A1N
Revised by	Disciplinary domain	
	Social sciences	
Revision date	Subject group	
	Philosophy	
Offered first time	Offered for the last time	
Autumn semester 2025		
Department	Replaced by	
Institutionen för kultur och samhälle		

Course offered for

- Master's Programme in Ethics, Science, and Policy

Entry requirements

- Bachelor's degree equivalent to a Swedish Kandidatexamen
- English corresponding to the level of English in Swedish upper secondary education (Engelska 6)
Exemption from Swedish

Intended learning outcomes

On completion of the course, the students should on an advanced level be able to:

- describe and analyse concepts, theories, and issues within the fields of childhood philosophy, educational philosophy, and educational policy
- develop a deep and theoretically informed argumentation regarding epistemological questions concerning educational policy
- develop an in-depth and theoretically informed argumentation regarding ethical questions concerning educational policy
- formulate theory-based policy recommendations and assessments of normative issues within the field of educational policy

Course content

The course addresses the philosophy of childhood in combination with the philosophy of education and educational policy. On this basis, in-depth policy analysis and policy development are then practiced. Questions addressed during the course include evaluation studies of education, school choice, equality in education, curriculum content, and parental influence over their children's schooling. The course covers central philosophical concepts such as freedom, power, equality, knowledge, efficiency, and the good life at an advanced level. The course also covers methods such as text analysis and case studies to develop policy proposals.

Teaching and working methods

The course includes lectures, group discussions, seminars, and workshops. In addition, the student is expected to engage in self-study.

Language of instruction and examination: English.

Examination

The course is examined through:

- active participation in seminars, grading scale: UG
- active participation in workshops, grading scale: UG
- individual written assignment, grading scale: EC

To get Pass (E) as the final grade, at least an E is required on the individual written assignment and a Pass on the other components. Higher grades are based on the individual written assignment.

Detailed information can be found in the study guide.

If special circumstances prevail, and if it is possible with consideration of the nature of the compulsory component, the examiner may decide to replace the compulsory component with another equivalent component.

If the LiU coordinator for students with disabilities has granted a student the right to an adapted examination for a written examination in an examination hall, the student has the right to it.

If the coordinator has recommended for the student an adapted examination or alternative form of examination, the examiner may grant this if the examiner assesses that it is possible, based on consideration of the course objectives.

An examiner may also decide that an adapted examination or alternative form of examination if the examiner assessed that special circumstances prevail, and the examiner assesses that it is possible while maintaining the objectives of the course.

Students failing an exam covering either the entire course or part of the course twice are entitled to have a new examiner appointed for the reexamination.

Students who have passed an examination may not retake it in order to improve their grades.

Grades

ECTS, EC

Other information

Planning and implementation of a course must take its starting point in the wording of the syllabus. The course evaluation included in each course must therefore take up the question how well the course agrees with the syllabus.

The course is conducted in such a way that there are equal opportunities with regard to sex, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation and age.

If special circumstances prevail, the vice-chancellor may in a special decision specify the preconditions for temporary deviations from this course syllabus, and delegate the right to take such decisions.

About teaching and examination language

The teaching language is presented in the Overview tab for each course. The examination language relates to the teaching language as follows:

- If teaching language is “Swedish”, the course as a whole could be given in Swedish, or partly, or as a whole, in English. Examination language is Swedish, but parts of the examination can be in English.
- If teaching language is “English”, the course as a whole is taught in English. Examination language is English.
- If teaching language is “Swedish/English”, the course as a whole will be taught in English if students without prior knowledge of the Swedish language participate. Examination language is Swedish or English depending on teaching language.