

Historical Perspectives on Children and Childhood

Historiska perspektiv på barn och barndom

7.5 credits

Programme course

736A26

Valid from: 2022 Autumn semester

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|---|------------------------------------|-----------------------------------|
| Determined by | Main field of study | |
| The Quality Board at the Faculty of Arts and Sciences | Child Studies | |
| Date determined | Course level | Progressive specialisation |
| 2013-11-29 | Second cycle | A1N |
| Revised by | Disciplinary domain | |
| Course and Programme Syllabus Board at the Faculty of Arts and Sciences | Social sciences | |
| Revision date | Subject group | |
| 2022-04-29 | Child and Youth Education and Care | |
| Offered first time | Offered for the last time | |
| Autumn semester 2014 | | |
| Department | Replaced by | |
| Institutionen för Tema | | |

Course offered for

- Master's Programme in Child Studies

Entry requirements

- Bachelor's degree equivalent to a Swedish Kandidatexamen within the humanities, social sciences or the behavioral sciences with a major relevant to the programme.
Examples of fields:
 - anthropology
 - education
 - history
 - communication studies
 - media studies
 - language studies
 - psychology
 - social work
 - sociology
 - political scienceor equivalent
- English corresponding to the level of English in Swedish upper secondary education (Engelska 6)
Exemption from Swedish

Intended learning outcomes

After completion of the course, the student on advanced level should be able to:

- distinguish and discuss historical processes of continuity and change in regard to conditions for children and notions of children
- identify which factors have influenced notions of children and childhood in the past and children's conditions in historical contexts
- Demonstrate ability to orally summarize, present and discuss research in dialogue with others
- Demonstrate ability to identify and formulate child studies informed questions that can be answered through analysis of historical data
- account for various intellectual traditions in the study of the history of children and childhood
- Demonstrate proficiency to apply the method of source criticism in the historical analysis of children and childhood

Course content

The course demonstrates how historical studies disclose how childhood is defined by time and space; how change and continuity in children's conditions and attitudes towards children and childhood are related to historical research on, for example, family, work, education and the welfare system. Such examples are used to discuss how the state, civil society and the market, as well as demographic changes, have influenced notions of children and childhood as well as conditions for children in regional, national and global settings. Factors such as gender, ethnicity, class and age categorization, etc. are discussed in relation to how they have affected conditions for children and their implications on the meaning and change of childhood. The course also sheds light on various research and methodological traditions in the field of the history of childhood.

Teaching and working methods

The teaching in this course is carried out online and consists of lectures, seminars, workshops and group work. In addition, the student will engage in independent studies.

Language of instruction and examination: English.

Examination

Examinations in the course consist of:

- individual written assignment, grading scale: UG
- recorded oral presentation in a pair of students, grading scale: UG
- individual written assignment, grading scale: EC

A passing grade (E) in the course requires grade E in the individual written assignment as well as a passing grade in all other examinations in the course. Higher grades are based on the individual written assignment.

More detailed information is available 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.