

## **Anthropological Perspectives on Children and Childhood**

Antropologiska perspektiv på barn och barndom  
7.5 credits

Programme course

736A27

Valid from: 2022 Autumn semester

<b>Determined by</b>		<b>Main field of study</b>	
The Quality Board at the Faculty of Arts and Sciences		Child Studies	
<b>Date determined</b>		<b>Course level</b>	<b>Progressive specialisation</b>
2014-02-14		Second cycle	A1N
<b>Revised by</b>		<b>Disciplinary domain</b>	
Course and Programme Syllabus Board at the Faculty of Arts and Sciences		Social sciences	
<b>Revision date</b>		<b>Subject group</b>	
2022-04-29		Child and Youth Education and Care	
<b>Offered first time</b>		<b>Offered for the last time</b>	
Autumn semester 2014			
<b>Department</b>		<b>Replaced by</b>	
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 should on an advanced level be able to:

- account for fundamental anthropological concepts and research methods with a focus on children and childhood
- describe and analyse the ways in which concepts of children and childhood have different implications in different societies
- apply an anthropological perspective on children's living conditions and everyday life in the study of one's own society, as well as others
- identify and account for methodological and ethical dilemmas in relation to anthropological and ethnographic research.

## Course content

The course deals with fundamental anthropological concepts of significance for the study of children's living conditions and daily life. The course also treats anthropological cross-cultural understanding of what it means to be a child and to grow up, for example in relation to welfare and educational institutions and how understandings of personhood, family, kinship, peer groups, body and gender vary and permeate children's experiences. Methodological and ethical questions relevant to anthropological and ethnographic studies of children's living conditions and daily life are treated throughout the course.

## Teaching and working methods

The teaching in this course is carried out online and consists of lectures, seminars 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
- 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.

### 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.