

## **Sociological Perspectives on Children and Childhood**

Sociologiska perspektiv på barn och barndom  
7.5 credits

Programme course

736A28

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>
2013-11-29		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 theoretical and methodological perspectives and concepts within childhood sociology
- describe how the field of childhood sociology has changed over time
- account for how children use and are formed by societal norms, structures and material aspects in everyday life
- analyze central concepts relevant for understanding children and childhood

## Course content

The course deals with theory and methods of the research field of childhood sociology. A central part of the course is the relationship between the children's agency and societal structures. Furthermore, the course treats the way in which central concepts are defined; for example, children, the child perspective, children's perspectives, age and generation. Research on children's everyday life, conditions and relationships are also covered, as well as how these aspects take form and develop in relation to age, peer groups and how they depend on gender, class, ethnicity, etc.

School, leisure time and peer groups are areas that will be emphasized in 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: EC

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.