

MASTER OF PHILOSOPHY IN CHILDHOOD STUDIES

Approved by the Board at NTNU 30.08.2005, with changes made by the Faculty of Social Sciences and Technology Management 12.01.2011.

INTRODUCTION

The Norwegian Centre for Child Research (NOSEB) offers an interdisciplinary, international master's programme in Childhood Studies. The degree is awarded by the Faculty of Social Sciences and Technology Management at NTNU and administered by NOSEB. The master's programme offers an advanced education in interdisciplinary social studies of children and childhood.

Aim of the programme

The programme aims at providing the student with:

- Understanding of and knowledge about the main perspectives in interdisciplinary 'social studies of children and childhood'.
- Knowledge about how children's everyday lives and notions of childhood vary and are embedded in historical, geographical, political and cultural contexts.
- Knowledge about the UN Convention on the Rights of the Child, as well as the rights perspective as a tool to improve children's welfare.
- Knowledge and skills in doing research with children and on childhood as a social phenomenon.
- Skills in promoting children's voices in public services etc.

In addition, the programme aims at providing the student with the following general competencies:

- Training in developing, planning and carrying out a research project.
- Skills in working in national and international organisations, where cultural diversity and multiple working languages are part of everyday work.
- Communication skills in contexts in which several parties are involved.

Furthermore, a main focus of the programme is to generate knowledge about childhood, children's life-worlds, and the politics of childhood in changing societies. The programme will give a broad introduction to different theoretical and methodological perspectives and key concepts in contemporary social and historical research on children and childhood. The central issue is childhood and related themes such as generation, gender, class, identity and ethnicity, as these take form through varying processes like globalisation, institutionalisation, consumption and commercialisation.

The master's programme is theoretically and methodologically related to social studies of childhood. A child perspective, including participatory approaches and conducting research with children, represents a main integrative approach. The UN Convention on the Rights of the Child (CRC) is discussed as a tool to promote children's well-being worldwide. Important topics are children as participants in play, education, child labour, community building, and the social, political and economic reproduction of society in general. CRC can be seen as part of globalisation processes, producing particular images of what it means to be a child. An important aim is to encourage comprehensive insights in and an understanding of how the globalised conditions under which children grow up affect 'local' and 'national' childhoods in both

the global North and the global South. The ways in which children themselves explore and experience their everyday lives and childhoods are also explored.

Employment opportunities

The MPhil in Childhood Studies qualifies for work related to research, teaching, supervision and consultancy in the fields of children, welfare and development. The master's programme will be relevant for building a career related to children and childhood in different public sectors in governmental organisations. This may include policy and planning for children's living conditions in ministries and institutions which concern children, both locally and internationally. Another important area is non-governmental organisations (NGOs), such as Save the Children and the Red Cross.

ADMISSION REQUIREMENTS

The master's programme accepts students financed by the Quota Programme, Norwegian/Nordic students, as well as international students with individual funding. The total number of admitted students is 20-25 per year.

Admittance to the programme requires a bachelor's degree in the social sciences or humanities, or other equivalent education. The average grade of the degree must be at least C by the Norwegian grading system, or equivalent, as decided by NTNU. A background in childhood studies, social anthropology, geography, sociology or history is recommended.

The language of instruction is English, and applicants must document their English proficiency by achieving a passing grade from a Norwegian upper secondary school (videregående skole) or through a standardized test (TOEFL 550/230/80 paper-based/computer-based/internet-based or IELTS with 6.0 or better). Applicants may document their English proficiency in other ways, and students from some countries may be exempted from documenting their competence in English as described above. For more information, please contact the Office of International Relations or consult the following website: www.ntnu.no/admission

OUTLINE OF THE MPHIL IN CHILDHOOD STUDIES

The master's programme in Childhood Studies involves two years of full-time study. The normal workload for a full-time student for one academic year is 60 credits. The programme is structured around a combination of core courses (52.5 credits) and elective courses (7.5 credits), which provide a general introduction to theory and methodology, as well as giving students the opportunity to specialize in particular topics. In addition, the programme includes a master's thesis (60 credits).

Semester	Course (7,5 cr)	Course (7,5 cr)	Course (7,5 cr)	Course (7,5 cr)
4th sem/spring	BARN3900 Master's Thesis (60 cr)			
3rd sem/autumn				
2nd sem/spring	BARN3300 Children and Development in the South (7,5 cr)	BARN3201 Methods and Techniques in Child and Childhood Re- search (7,5 cr)	Experts in Te- amwork (7,5 cr)	BARN3400 Pre- paratory Course, Master's Thesis (7,5 cr)
1st sem/autumn	BARN3101 So- cial Studies of Children and	BARN3202 Methodological Perspectives on	BARN3102 Children's Rights (7,5 cr)	Elective (7,5 cr)

Semester	Course (7,5 cr)	Course (7,5 cr)	Course (7,5 cr)	Course (7,5 cr)
	Childhood (7,5 cr)	Child and Childhood Research (7,5 cr)		

Core courses

Code	Title	Credits	Term	Admission
BARN3101	Social Studies of Children and Childhood	7,5	Autumn	Open
BARN3102	Children's Rights	7,5	Autumn	Open
BARN3201	Methods and Techniques in Child and Childhood Research	7,5	Spring	Open
BARN3202	Methodological Perspectives on Child and Childhood Research	7,5	Autumn	Open
BARN3300	Children and Development in the South	7,5	Spring	Open
BARN3400*	Preparatory Course, Master's Thesis	7,5	Spring	Admission to programme
EiT	Experts in Teamwork	7,5	Spring	Restricted admission
BARN3900*	Master's Thesis	60	Au- tumn/- Spring	Admission to programme

* Requires admission to MPhil in Childhood Studies. Exception: BARN3400 is open for exchange students from the MA Children, Youth and International Development, Brunel University.

Elective courses

Code	Title	Credits	Term	Admission
GEOG3006*	Quantitative Methods	7,5	Spring	Open
GEOG3506*	Geography, Health and Development	7,5	Autumn	Open
GEOG3515*	Environment, Development and Changing Rural Livelihoods	7,5	Autumn	Open
GEOG3516*	Humanitarianism: Theory and Practice	7,5	Autumn	Open
GEOG3522*	Migration and Development	7,5	Spring	Open
PED3520*	Democracy and Education: Perspectives in Educational Sociology	7,5	Autumn	Open
PSY3529*	Specialization in Community Psychology	7,5	Spring	Open
SANT3507*	Globalization, Culture and Identity	7,5	Autumn	Open

* For up-to-date information about which courses are running, please contact the Department of Geography (GEOG courses), the Department of Education (PED3520), the Department of Psychology (PSY3529) and the Department of Social Anthropology (SANT3507).

Experts in Teamwork (EiT)

Experts in Teamwork will be taught as an *intensive village* in this master's programme.

Social and academic arrangements for students

At the beginning of the first semester, a common ground between students and teachers will be established. Through social and academic arrangements everyone will have the opportunity to get to know one another. Both students and teachers are encouraged to share experiences from their own childhoods and/or childhoods in their 'home country', and basic theoretical perspectives within Childhood Studies will be introduced and discussed.

COURSE DESCRIPTIONS

Core courses

BARN3101 Social Studies of Children and Childhood

Teaching: Autumn: 7.5 Cr

Language of instruction: English

Credit reduction: BARN3100: 7.5 Cr, BARN3001: 7.5 Cr

Grade: Letter grade

Compulsory assignments: Attending lectures is compulsory (minimum 80%).

Recommended previous knowledge: See required previous knowledge.

Required previous knowledge: Admittance to the course requires a bachelor's degree in a social science or humanities discipline, or equivalent.

Learning objectives: This course aims to introduce students to theoretical concepts and on-going debates in social studies of children and childhood, as well as to how children's everyday lives and welfare and the politics of childhood vary across time and space.

* To present the interdisciplinary social studies of children and childhood, the historical background, concepts and contemporary perspectives, and debates on and critique of the approach.

* To develop knowledge about childhood as a social, cultural and historical phenomenon, children's everyday lives and wellbeing as well as politics of childhood in changing societies.

Academic content: Framed by social studies of children and childhood, the course addresses theoretical perspectives on child and childhood research as these have unfolded both historically and still today in contemporary societies. This includes, among others, the adoption of a developmental approach, as well as viewing childhood as socially constructed. The course addresses issues at a structural level, that have implications for children's everyday lives and childhood, as well as children's active contribution and agency in defining and giving meaning to their lives, activities and relations. Central issues to explore in this course are images and understandings of children and childhood, generation, culture, gender, identity, ethnicity, children's lived experiences in relation to peer activities and adult organization, and their expectations in and outside educational institutions. The course also addresses childhood as a social phenomenon and shows how children are both shaped by and themselves shape their childhood experiences within diverse societal and daily life conditions, practices, power and generational relations.

Course materials: Information will be given at the beginning of the semester.

Teaching methods and activities: Total lecture hours: 20 hours.

Assessment: Written examination

Forms of assessment	Time	Percentage	Deadline
Written examination	4 Hours		

BARN3102 Children's Rights

Teaching: Autumn: 7.5 Cr

Language of instruction: English

Credit reduction: BARN3100: 7.5 Cr

Grade: Letter grade

Compulsory assignments: Oral presentation. Attending lectures and seminar are compulsory (minimum 80%).

Recommended previous knowledge: See required previous knowledge.

Required previous knowledge: Admittance to the course requires a bachelor's degree in a social science or humanities discipline, or equivalent.

Learning objectives: The main objectives of the course are to provide students with knowledge of:

- Global discourses on the UN Convention on the Rights of the Child (CRC): theoretical debates and judicial principles.
- Regional conventions on children's rights (e.g. the African charter on the rights of the child).
- Rights discourses as a tool to improve children's life conditions and well-being in different parts of the world.
- The dynamic relationship between rights discourses as part of globalisation processes and children's lives in different parts of the world.

Academic content: The course presents an overview of different declarations on children's rights in a historical perspective. It discusses the UN Convention on the Rights of the Child and its implications for children's lives in different parts of the world. Children's lives and welfare in light of changing policies and processes of globalisation will be explored. The principle of the 'best interest of the child' and children's rights to provision, protection and participation will be discussed related to the themes of education for all and poverty. Among additional topics to be addressed are emerging issues on the rights of minority-group children (e.g. the rights of street children, the rights of refugee children etc.), children as social participants in the economic, social and cultural reproduction of society, the role of NGOs in the implementation of the UN Convention on the Rights of the Child, assessments of national reports on children's rights, migration and ethnicity, etc. Through nuanced discussion, the course also addresses the competing discourses on children as autonomous beings or as dependent social beings.

Course materials: Information will be given at the beginning of the semester.

Teaching methods and activities: Total lecture hours: 18 hours, total seminar hours: up to 12 hours. The course consists of: (1) a common introduction with lectures; (2) a seminar with presentation and discussion of the individual students' term papers. Each student will be required to comment on another student's term paper; (3) a seminar addressing practical work with children's rights in different parts of the world (invited speakers from Save the Children, Norad and others).

Assessment: Assignment

Forms of assessment	Time	Percentage	Deadline
Assignment			

BARN3201 Methods and Techniques in Child and Childhood Research

Teaching: Spring: 7.5 Cr

Language of instruction: English

Credit reduction: BARN3200: 7.5 Cr, BARN3002: 4.0 Cr

Grade: Letter grade

Compulsory assignments: Oral presentation. Attending lectures and seminar are compulsory (minimum 80%).

Recommended previous knowledge: See required previous knowledge.

Required previous knowledge: Admittance to the course requires a bachelor's degree in a

social science or humanities discipline, or equivalent.

Learning objectives: The course aims to introduce methods and techniques that are often used in child and childhood research and to prepare students to design an inquiry, through lectures, reading, practical exercises and discussion.

- Child and childhood research: to introduce the background and basic perspectives and principles related to empirical research with children and on childhood as a social phenomenon.
- 'Tool box': to develop a repertoire of methods by means of concrete examples, a manual for participatory approaches, student exercises, and plenary and group discussions. Present the pros and cons of qualitative and quantitative approaches.
- Ethics: to develop knowledge about basic ethical principles in research, both in general and in child and childhood research in particular.

Academic content: The course will provide an introduction to the main perspectives, methods and techniques in child and childhood research. Children's perspectives within research involve the exploration of children's everyday lives from their own perspectives and experiences. Ethnographic approaches, including various forms of interviews, observations, visual methods and fieldwork, and a 'participatory' and 'mixed methods' approach will be addressed in particular. Though the main emphasis is on qualitative research, various quantitative methods and the combination of qualitative and quantitative approaches will be introduced. Analyses of texts and documents are also relevant, as is the question of accessing children as informants and research ethics. The lectures will draw on ongoing empirical research based at the centre as well as from the international community of children and childhood researchers.

Course materials: Information will be given at the beginning of the semester.

Teaching methods and activities: Total lecture hours: 20 hours, total seminar hours: up to 12 hours. The course consists of: (1) a common introduction with lectures; (2) a seminar with presentation and discussion of individual students' term papers. The student will be required to do a practical exercise (e.g. an interview, text analysis and/or observation). Based on this exercise, the student must write a term paper in which the curriculum is used. Each student will be required to comment on another student's term paper.

Assessment: Assignment

Forms of assessment	Time	Percentage	Deadline
Assignment			

BARN3202 Methodological Perspectives on Child and Childhood Research

Teaching: Autumn: 7.5 Cr

Language of instruction: English

Credit reduction: BARN3200: 7.5 Cr, BARN3002: 4.0 Cr

Grade: Letter grade

Compulsory assignments: Approved working paper and oral presentation. Attending lectures and seminar are compulsory (minimum 80%).

Recommended previous knowledge: See required previous knowledge.

Required previous knowledge: Admittance to the course requires a bachelor's degree in a social science or humanities discipline, or equivalent.

Learning objectives: The course aims to present theory that informs different methods and techniques in child and childhood research and develop students' ability to reflect critically on the relationship between the purpose of a study and the theoretical and the methodological choices that arise throughout a research process. The course also aims to offer students the possibility to write brief academic texts.

* Theory of science: to develop knowledge about different research paradigms, and theoretic-

cal perspectives related to empirical research on children and childhood as a social phenomenon and interpretive methodologies.

- Reflexivity: through empirical examples, student activities and discussions, to reflect upon the relationship between overall scientific principles, perspectives and debates, as well as on issues to consider when preparing a research plan.
- Academic writing: to develop knowledge about expectations regarding an academic text through lectures, individual writing and group discussions.

Academic content: The course will provide an overview of different scientific paradigms and perspectives, focus specifically on ethnographic approaches and discuss how a focus on children as subjects in research influences the various steps in a research process, such as formulating a research question, preparing an empirical inquiry, obtaining access to the field, ethics, collecting data, analysis and interpretation of data, and drawing up a research text. This approach and content aim to develop students' reflexivity and qualify them to make informed decisions when planning an inquiry. The course will also focus theoretically and practically on academic writing. The lectures will draw on ongoing empirical research based at the centre as well as from the international milieu of children and childhood researchers.

Course materials: Information will be given at the beginning of the semester.

Teaching methods and activities: Total lecture hours: 20 hours, total seminar hours: up to 12 hours, with presentation and discussion of individual students' working papers. The time allocated for seminars will be organized in 3-4 seminars during the semester, and each student will be required to comment on another student's working paper.

Assessment: Written examination

Forms of assessment	Time	Percentage	Deadline
Written examination	4 Hours		

BARN3300 Children and Development in the South

Teaching: Spring: 7.5 Cr

Language of instruction: English

Grade: Letter grade

Compulsory assignments: Oral presentation. Attending lectures and seminar are compulsory (minimum 80%).

Recommended previous knowledge: See required previous knowledge.

Required previous knowledge: Admittance to the course requires a bachelor's degree in a social science or humanities discipline, or equivalent.

Learning objectives:

- To familiarize students with how children in diverse social, economic, cultural and political contexts of the global South fare in their lives.
- To promote an interdisciplinary understanding of the complex interrelationship between development processes and young people's everyday lives.
- To critically evaluate current research and scholarship in the field of children and socio-economic and cultural change.

Academic content: The course provides opportunities for students to develop systematic knowledge on how young people are impacted by and respond to various development processes (e.g. national and global policies, structural adjustment programs, trade etc). Specific topics covered include an overview of development theories and childhood theories; young people and socio-cultural change; the meanings and values of children; children in difficult circumstances (e.g. street children, refugee children); child labour/children's work; education for boys and girls; children, migration and social change; childhood poverty; impacts of

HIV/AIDS on children; politics of orphanhood; children and armed conflicts; youth, participation and political activism.

Course materials: Information will be given at the beginning of the semester.

Teaching methods and activities: Total lecture hours: 20 hours, total seminar hours: up to 12 hours. The course consists of: (1) a common introduction with lectures; (2) a seminar with presentation and discussion of individual students' term papers. Each student will be required to comment on another student's term paper.

Assessment: Assignment/Written examination

Forms of assessment	Time	Percentage Deadline
Written examination	4 Hours	2/3
Assignment		1/3

BARN3400 Preparatory Course, Master's Thesis

Teaching: Spring: 7.5 Cr

Language of instruction: English

Grade: Pass/Fail

Compulsory assignments: Attending seminar is compulsory (minimum 80%).

Recommended previous knowledge: See required previous knowledge.

Required previous knowledge: Admittance to the course requires a bachelor's degree in a social science or humanities discipline, or equivalent.

Learning objectives: To generate basic knowledge of how to prepare and design scientific research projects. The students will develop a research design, including an empirical study, which will then form the basis for the master's thesis.

Academic content: The course will prepare the students for their work with the master's thesis. The various stages of the research process will be introduced, such as defining a research problem, how to make use of acquired knowledge of theory and methodology, analysis etc. During the course the students will develop a master's project. Each student's project will be discussed in plenum. By the end of the course, a final project description must be submitted.

Course materials: Information will be given at the beginning of the semester.

Teaching methods and activities: Total seminar hours: up to 18 hours. Form of assessment: approved oral presentation and project description. The course is exclusively for students accepted for the MPhil in Childhood Studies.

Assessment: Oral examination/Report

Forms of assessment	Time	Percentage Deadline
Oral examination		1/2
Approved report		1/2

BARN3900 Master's Thesis

Teaching: 1st sem. autumn, 2nd sem. spring: 60.0 Cr

Language of instruction: English

Grade: Letter grade

Compulsory assignments: Empirical study, oral presentation, chapter drafts, ind. supervision

Recommended previous knowledge: See required previous knowledge.

Required previous knowledge: Admittance to the course requires a bachelor's degree in a social science or humanities discipline, or equivalent. BARN3101, BARN3102, BARN3201, BARN3202, BARN3300, BARN3400 and EiT must be completed.

Learning objectives: To provide students with training in carrying out a scientific study related to children and childhood.

Academic content: Students will select a topic for the master's thesis, which must be an autonomous, scientific study based on concrete research questions related to children and childhood. The thesis should be 80-120 pages (Times New Roman 12 pt, space 1.5). Nor-

mally, the thesis will include an empirical study. Data collection should be completed by the middle of the 3rd semester. The students are recommended to use the summer between the 2nd and 3rd semester for data collection, if necessary. The thesis is expected to be completed within four semesters from admission to the programme. Supervision will not be provided beyond this time.

Course materials: Information will be given at the beginning of the semester.

Teaching methods and activities: The students will take part in a seminar with emphasis on theoretical and practical issues related to the writing of a master's thesis. All students will present their thesis work at the seminar. The students are also expected to hand in chapter drafts throughout their writing period, and they will be given individual supervision. Forms of assessment: Master's thesis and oral exam. The oral exam is used to adjust the grade given for the thesis. The course is exclusively for students accepted for the MPhil in Childhood Studies.

Assessment: Thesis

Forms of assessment	Time	Percentage	Deadline
Thesis			

Elective courses

GEOG3006 Quantitative Methods

Teaching: Spring: 7.5 Cr

Language of instruction: English

Credit reduction: GEOG3002: 7.5 Cr, GEOG3052: 7.5 Cr, GEOG3004: 7.5 Cr, AFR3002: 7.5 Cr, AFR3005: 7.5 Cr

Grade: Pass/Fail

Compulsory assignments: Seminar presentation, group assignment and individual assignments.

Recommended previous knowledge: See required previous knowledge.

Required previous knowledge: GEOG3003. Other relevant qualifications may be accepted by the Department of Geography. The course is optional /elective for those on the 5-year teacher training programme in Geography (master).

Learning objectives: The course gives the students deeper knowledge and broader experience in the application of quantitative methods and techniques in the subject. The course will also prepare the student for using appropriate quantitative methods in practice.

Academic content: The course pursues methodologies into a quantitative array of research schemes. It comprises four parts. (1) The course starts with lectures on questionnaire, (2) followed by group work on construction and presentation of a pilot questionnaire. Part 3 comprises lectures and exercises based on the use of a statistical software package (SPSS) for analysis of data. The main focus will be on statistical analyses of available data (database), however entering questionnaire data with further analyses may be an option. A research design comprising correlation and regression will be presented, as will other analytical techniques based on the students specific needs. In part 4, students will prepare an assignment in which they reflect on their choice of specific and appropriate methods and techniques directly related to their master thesis.

Teaching methods and activities: Lectures: 10 hours, seminars: 10 hours, exercises: 8 hours. Students must choose either GEOG3005 or GEOG3006. It is expected that compulsories and examinations must be completed in English. Exceptions must be clarified with the lecturer responsible for the course.

Assessment: Oral examination

Forms of assessment	Time	Percentage	Deadline
Oral examination			

GEOG3506 Geography, Health and Development

Teaching: Autumn: 7.5 Cr

Language of instruction: English

Credit reduction: SVGEO331: 7.5 Cr

Grade: Letter grade

Compulsory assignments: Approved term paper.

Recommended previous knowledge: See formal requirements.

Required previous knowledge: GEOG1000-1006 or the equivalent or bachelor degree in social sciences.

Learning objectives: The course gives a broad knowledge of geographical perspectives on health and health services and their development features.

Academic content: The course focuses mainly on health status, disease/injury and risk factors, however the geography of health services at different levels is also discussed. The main emphasis is on health and diseases in developing countries. General trends in health and societal risk factors and environmental factors in different parts of the world are also covered. The course covers studies from quantitative and qualitative research traditions. The course includes a presentation on health and medical literature in libraries and databases. Students' own reading will form the basis for writing a term paper, followed by an oral presentation at a seminar. The term paper must be approved before the written examination can be taken.

Teaching methods and activities: 16 hours lectures, 8 hours seminars. It is expected that compulsories and examinations must be completed in English. Exceptions must be clarified with the lecturer responsible for the course. Please note that the course may be cancelled due to the teaching capacity at the Department of Geography if less than 5 students register for the course. Check www.ntnu.no/geografi/studentinformasjon for updated information.

Assessment: Written examination

Forms of assessment	Time	Percentage	Deadline
Written examination	4 Hours		

GEOG3515 Environment, Development and Changing Rural Livelihoods

Teaching: Autumn: 7.5 Cr

Language of instruction: English

Grade: Letter grade

Compulsory assignments: Groupwork and presentation

Required previous knowledge: Bachelor in social science. Other relevant qualifications can be accepted upon approval by the Department of Geography.

Learning objectives: The aim of the course is to give student an understanding of the links between development, environment and environmental change and (rural) livelihood in African and Asian societies.

Academic content: Among the topics covered by the course:

- History of geographical thought: From environmental determinism to political ecology.
- Social nature; Social constructivism and environmental narratives.
- Institutions, norms and collective action and the idea of the “community” as basis for natural resource management.
- Hazards and vulnerability. Vulnerability; a useful concept or just another way of labelling? Vulnerability analysis in practice.
- Environmental conservation and development; from “Fortress conservation” to “Conservation and development”?
- Changing rural livelihoods and livelihood analysis; from farm to non-farm and implications for the rural environments.

- Environment and conflicts. The “Environment” as basis for conflicts.

Teaching methods and activities: Lectures: 14 hours. Groupwork and presentations (obligatory). It is expected that compulsories and examinations must be completed in English. Exceptions must be clarified with the lecturer responsible for the course. Please note that the course may be cancelled due to the teaching capacity at the Department of Geography if less than 5 students register for the course. Check www.ntnu.no/geografi/studentinformasjon for updated information.

Assessment: Written examination

Forms of assessment	Time	Percentage	Deadline
Written examination	4 Hours		

GEOG3516 Humanitarianism: Theory and Practice

Teaching: Autumn: 7.5 Cr

Language of instruction: English

Grade: Letter grade

Compulsory assignments: 2 assignments, compulsory attendance on the introduction day

Recommended previous knowledge: The course is given at master’s level, a background equivalent to Bachelor in social sciences or extensive field experiences is therefore recommended.

Learning objectives: This course will examine the principles underpinning humanitarian aid and develop tools to analyze how the principles are realized in the field.

Academic content: Embedded in humanitarian action are a number of contentious issues regarding the relationships between political aims of donors and host governments and the people concerned. The course will stress the relationship between theory and practice and how to deal with operational dilemmas on the ground. The lectures will introduce principles and theories of humanitarian action; the various actors involved and the relationship between them; the emergence of humanitarian regimes; the relationship between political development and humanitarian practice; humanitarianism and forced migration; gender, ethnicity and humanitarian challenges; ethical dilemmas, aid conditionality and the Do No Harm and Relief to Development concepts. The lectures are internet based with one day compulsory introductory seminar. For the students present at NTNU some seminars relating to the internet based lectures will be held. Assignments are approved/not approved.

Teaching methods and activities: Internet based, equivalent to 16 hours, 1-day compulsory introductory seminar, seminars for the students present at NTNU. It is expected that compulsories and examinations must be completed in English. Exceptions must be clarified with the lecturer responsible for the course. Please note that the course may be cancelled due to the teaching capacity at the Department of Geography if less than 5 students register for the course. Check www.ntnu.no/geografi/studentinformasjon for updated information.

Assessment: Home examination

Forms of assessment	Time	Percentage	Deadline
Home examination			

GEOG3522 Migration and Development

Teaching: Spring: 7.5 Cr

Language of instruction: English

Grade: Letter grade

Compulsory assignments: Approved group work and seminar presentation

Learning objectives: The course offers theoretical insights into the dynamics of internal and international migration processes and their relations to development. In addition the course addresses practical and policy implications of migration processes in relation to development

cooperation and social change in the Global South and North.

Academic content: The course discusses internal and international migration processes in a development context. In particular the course concentrates on understanding the relationship between migration and development by offering theoretical insights into how to conceptualise migration and how development theories have understood the role of migration in development. The course aims to provide analytical approaches for understanding the migration process by introducing debates on causes, practices, migration regimes and policies, as well as the development impacts of internal and international migration. Methodological approaches for researching migration and development will be introduced.

Teaching methods and activities: 16 hours lectures, 10 hours group work and presentation (depending on the number of students). It is expected that compulsories and examinations must be completed in English. Exceptions must be clarified with the lecturer responsible for the course. Please note that the course may be cancelled due to the teaching capacity at the Department of Geography if less than 5 students register for the course.

Check www.ntnu.no/geografi/studentinformasjon for updated information.

Assessment: Written examination

Forms of assessment	Time	Percentage	Deadline
Written examination	4 Hours		

PED3520 Democracy and Education: Perspectives in Educational Sociology

Teaching: Autumn: 7.5 Cr

Language of instruction: English

Grade: Letter grade

Compulsory assignments: Contribution in one seminar or compulsory written assignment 4-6 pages

Recommended previous knowledge: See formal requirements.

Required previous knowledge: A bachelor's degree in a social science or humanities discipline

Learning objectives: The course renders knowledge about and theoretical perspectives on:

- Theoretical insights into the relationship between pedagogic interactions and contextual conditions
- Understanding of the relations between formal, informal and non-formal education
- Insight into the formation of consciousness for marginalization as well as participation
- How pedagogic practices contribute to change in contextual conditions at macro level
- How pedagogic practices reproduce macro contextual conditions

Academic content: Micro interactions in pedagogical practices will highlight the preferred contents, methods and organizational or institutional characteristics within pedagogic practices. Pedagogic practices in formal, informal and non-formal education will be considered as well as the relationships between them in an attempt to develop a holistic understanding of sources of orientation contributing to the formation of consciousness for participation or marginalization. Micro pedagogic practices are embedded in macro contextual conditions of specific social, political, economic and cultural realities and trends. These macro conditions are in constant interplay with micro realities making change possible both on the micro as well as the macro levels. This change will be partly influenced by the degree of participation and marginalization occurring in pedagogic practices ranging from reproduction of dominant contents to conscientization and praxis fundamental to participative democracy.

Course materials: The reading list for the course counts around 500 pages.

Teaching methods and activities: 2 hours of lectures per week, 1 hour seminar per week.

Teaching may be concentrated in specific periods during the term. Compulsory activity: Contribution in one seminar or written assignment 4-6 pages. If less than 10 students sign up for the course it may be cancelled.

Assessment: Written examination

Forms of assessment	Time	Percentage	Deadline
Written examination	4 Hours		

PSY3529 Specialisation in Community Psychology

Teaching: Spring: 7.5 Cr

Language of instruction: English

Credit reduction: PSY3528: 7.5 Cr

Grade: Letter grade

Compulsory assignments: Individually selected text

Recommended previous knowledge: PSY3001 and one of the two following courses; PSY3021 or PSY3086.

Required previous knowledge: None.

Learning objectives: The course will give the students foundational knowledge in health support and health preventive work in a local context, for instance in a local municipality. The course will also provide students with knowledge connected to the charting of psychological problems and knowledge in completing and evaluating preventative measures in the local community.

Academic content: The course places focus on community psychology work in the local community. Through the completion of this course, students will develop a competence in project work which will include the charting of health problems in a local community, carrying out health promotion measures and project evaluation.

Course materials: Obligatory (app. 250 pages) and individually selected texts (app. 150 pages).

Teaching methods and activities: Mandatory syllabus: Lectures/seminars 2 hours per week. Self selected syllabus: Self study. Excursions to selected communities. Admission to one of the following programmes is required: Master of Science in Psychology, Master of Philosophy in Human Development, Master of Philosophy in Childhood Studies. Exchange students interested in the course must consult the Department for possible admission.

Assessment: Assignment

Forms of assessment	Time	Percentage	Deadline
Assignment			

SANT3507 Globalization, Culture and Identity

Teaching: Autumn: 7.5 Cr

Language of instruction: English

Grade: Letter grade

Compulsory assignments: Participation in discussion groups on It's Learning

Required previous knowledge: A bachelor's degree or equivalent.

Learning objectives: The students will become versed in the concepts and forms of analysis which anthropology brings to globalization. They will acquire analytical skills which will enable them to more fully understand the social and cultural aspects of globalization.

Academic content: The course will examine social and cultural aspects of the globalization process. On the one hand, the intensification of global interconnectedness entails increased standardization, homogenization and universalization as Western ideologies circulate more widely. On the other hand, this process is given heterogeneous local expression, resulting in hybridization, creolization and various forms of resistance and accommodation to unifying impulses. The deterritorialization of culture, and the flow of commodities, advertising and media

have established new premises for the construction of meaning and the formation of identities. New subjectivities and identities emerge, along with new social imaginaries and cultural repertoires. Through a survey of theories of globalization and an examination of several cases, the course will examine the variety of ways in which this occurs. The students will be required to participate in discussion fora on It's Learning. The evaluation will be based on a term paper (15 pages long) which is to be handed in before December 1st. The paper may be based on assigned readings, library research or their own experience of globalization, analyzed in terms of concepts and theories provided by the readings.

Course materials: See reading list available at the beginning of the semester.

Teaching methods and activities: Internet lectures and discussion groups on It's Learning.

Assessment: Assignment

Forms of assessment	Time	Percentage	Deadline
Assignment			

CREDIT ADJUSTMENTS DUE TO OVERLAP IN CONTENT

Course	Course	Credits
BARN3100	BARN3101	7,5 credits
BARN3100	BARN3102	7,5 credits
BARN3101	BARN3001	7,5 credits
BARN3200	BARN3201	7,5 credits
BARN3200	BARN3202	7,5 credits
BARN3201	BARN3002	4 credits
BARN3202	BARN3002	4 credits
GEOG3006	GEOG3002	7,5 credits
GEOG3006	GEOG3052	7,5 credits
GEOG3006	GEOG3004	7,5 credits
GEOG3006	AFR3002	7,5 credits
GEOG3006	AFR3005	7,5 credits
GEOG3506	SVGEO331	7,5 credits
PSY3529	PSY3528	7,5 credits