



## Bergen Summer Research School

> Global Development Challenges

Global Health in Bio-medical, Social and Cultural perspectives  
**Bergen, 21 June - 2 July 2010**

PhD-Research Course: Researching Children's Well Being in  
the Context of Global Inequity

### Course leaders:

- [Gro Th. Lie](#), Professor, Research Centre for Health Promotion, UiB
- [Marguerite Daniel](#), Researcher, Research Centre for Health Promotion, UiB
- [Haldis Haukanes](#), Associate professor, Research Centre for Health Promotion, UiB

### Invited Guest lecturer:

- [Dr A Bame Nsamenang](#), Yaounde University, Cameroon, Human Development Resource Centre, WHO knowledge Network member

### Relevant thematic frameworks:

- The global challenges in achieving health for all
- Intervention challenges and international initiatives such as MDGs
- Equity in global health, interconnections between poverty, inequality and health.
- Gendered aspects of global health
- Legal perspectives, including rights

### Course description, goals and objectives

We welcome students whose dissertations focus on children's and young people's psychosocial health and/or development in situated contexts. This will be a multidisciplinary course with the main focus on critical health promotion and social science perspectives. Different theoretical perspectives on childhood will be presented and discussed as well as different ways of collecting data with children. The hope is that a multidisciplinary approach to children's health and development using selected critical issues as points of departure will enhance the understanding of children's well-being in the context of global inequity.

The doctoral course will comprise of lectures, group work, seminars and written assignments. The students own research work and the course literature will be essential elements of the capacity building.

## Targeted students, Prerequisites and ECTS

PhD students who are researching with children or on issues related to child health and/or development. The course is open to students from different professional backgrounds.

The course will last for 8 days including 13 sessions.

Course literature, which will be ready by May 1st 2010, must be read prior to the course. Group work and presentations will be set during the course. After the course the students are expected to present a written assignment redefining their own research utilising the course curriculum. Deadline for delivery will be specified by the course leaders, and the papers will be graded according to pass/not pass.

Students are required to attend all the sessions of the course and participation is also mandatory in the plenary events of the overall programme of the Bergen Summer Research School 2010 (the programme will be published on the web in June 2010).

10 ECTS will be awarded upon successful participation and completion of the full programme, including the delivery of a research paper which is approved by the course leaders.

### Course blocks (Lectures and activities)

- Childhood studies – an interdisciplinary introduction (one session)
  - i. Diversity and commonality
  - ii. Cultural context – individualist/collectivist communities
  - iii. Institutions and power
  
- Researching with children – methodology (one session plus one student work session)
  - i. Ethics, including children in crisis
  - ii. Participatory activities
  - iii. Interviews, using interpreters
  - iv. Longitudinal studies
  
- Age group specific research – parallel sessions (one session)
  - i. Care of infants
  - ii. Early learning
  - iii. Adolescents and youth
  - iv. Transitions
  
- Theoretical frameworks (3 sessions plus one student work session plus panel session with invited speakers)
  - i. Cross-cultural theories on childhood (international speakers)
  - ii. Health promotion
  - iii. 'New' sociology of childhood – agency
  - iv. Psychosocial theories – resilience, child development, care and care situations, children in crisis
  - v. Anthropological theories – rites of passage, intergenerational relationships

- Critical issues (1 session, 2 student work sessions, 1 session for student presentations)
  - i. Child rights, child protection and justice
  - ii. Institutional and community responses

Two or three of the following issues will be selected following prioritisation by students

- iii. Violence, abuse, child labour and working children, street children
- iv. Orphaning
- v. Migration
- vi. Illness and disease (including HIV positive children)
- vii. Harmful traditional practices
- viii. Aid and competing moralities

### Reading lists:

- Finn, J. L., Nybell, L. M., & Shook, J. J. (2010). The meaning and making of childhood in the era of globalisation: challenges for social work. *Children and Youth Services Review, 32*, 246-254.
- Freeman, M. (2007). Why it remains important to take children's rights seriously. *International Journal of Children's Rights, 15*, 5-23.
- Greenfield, P. M., Keller, H., Fuligni, A., & Maynard, A. (2003). Cultural pathways through universal development. *Annual Review of Psychology, 54*, 461-490.
- Hill, M. (2006). Children's voices on ways of having a voice: children's and young people's perspectives on methods used in research and consultation. *Childhood, 13*(1), 69-89.
- James, A., & James, A. L. (2004). *Constructing childhood: theory, policy and social practice*. Basingstoke: Palgrave Macmillan. (Chapter 2, pp 29-45)
- Kagitcibasi, C. (2006). Theoretical perspectives on family change. In J. Georgas, J. W. Berry, F. J. van der Vijver, C. Kagitcibasi & Y. H. Poortinga (Eds.), *Families across cultures: a 30-nation psychology study* (pp. 72-89). Cambridge: Cambridge University Press.
- Kaufman, N. H., Rizzini, I., & Wilson, K. (2002). The impact of global economic, political and social transformations on the lives of children: a framework for analysis. In N. H. Kaufman & I. Rizzini (Eds.), *Globalization and children: explaining potentials for enhancing opportunities in the lives of children and youth* (pp. 3-18). New York: Kluwer Academic/Plenum Publishers.
- Lancy, D. (2008). *The anthropology of childhood: cherubs, chattel, changelings*. Cambridge: Cambridge University Press. (Chapter 1, pp 1-23)
- Leifsen, E. (2010). Child welfare, biopower and mestizo relatedness in Quito, Ecuador. In T. Thelen & H. Haukanes (Eds.), *Parenting after the century of the child: travelling ideals, international negotiations and individual responses* (pp. 103-122). Farnham: Ashgate.
- Mayall, B. (2000). The sociology of childhood in relation to children's rights. *The International Journal of Children's Rights, 8*, 243-259.
- Monteiro, C. A., Benicio, M. H. D., Conde, W. L., Konno, S., Lovadino, A. L., Barros, A. J. D., et al. (2010). Narrowing socioeconomic inequality in child stunting: the Brazilian experience, 1974-2007. *Bulletin of the World Health Organization, 88*, 305-311.

- Montgomery, H. (2009). *An introduction to childhood: anthropological perspectives on children's lives*. Chichester: Wiley-Blackwell.
- Nsamenang, A. B. (2010). Issues and challenges to early childhood development professionalism in Africa's cultural settings. *Contemporary Issues in Early Childhood*, 11, 20-28.
- Pence, A., & Nsamenang, A. B. (2008). *A case for early childhood development in sub-Saharan Africa*: Bernard van Leer Foundation.
- Powell, M. A., & Smith, A. B. (2009). Children's participation rights in research. *Childhood*, 16(1), 124-142.
- Prout, A., & James, A. (1997). A new paradigm for the sociology of childhood? Provenance, promise and problems. In A. James & A. Prout (Eds.), *Constructing and reconstructing childhood*. London: Falmer Press. (7-33)
- Pupavac, V. (2001). Misanthropy without borders: the international children's rights regime. *Disasters*, 25(2), 95-112.
- Rutter, M. (2006). Implications of resilience concepts for scientific understanding. *Annals New York Academy of Sciences*, 1094, 1-12.
- Skovdal, M., & Campbell, C. (2009). Orphan competent communities: a framework for community analysis and action. *Vulnerable Children and Youth Studies*.
- Super, C. M., & Harkness, S. (2008). Globalization and its discontents: challenges to developmental theory and practice in Africa. *International Journal of Psychology*, 43(2), 107-113.

### Recommended texts

- Bühler-Niederberger, D., & van Krieken, R. (2008). Persisting inequalities: childhood between global influences and local traditions. *Childhood*, 15(2), 147-155.
- Christensen, P., & James, A. (Eds.). (2008). *Research with children: perspectives and practices*. London: Routledge.
- Hardman, C. (2001). Can there be an anthropology of children. *Childhood*, 8(4), 501-517.
- Luthar, S. S., Cicchetti, D., & Becker, B. (2000). The construct of resilience: a critical evaluation and guidelines for future work. *Child Development*, 71(3), 543-562.
- Masten, A. S. (2001). Ordinary magic: resilience processes in development. *American Psychologist*, 56(3), 227-238.
- Payet, J.-P., & Franchi, V. (2008). The rights of the child and 'the good of the learners': a comparative ethnographical survey on the abolishment of corporal punishment in South African schools. *Childhood*, 15, 157-176.
- Pence, A., & Marfo, K. (2008). Early childhood development in Africa: interrogating constraints of prevailing knowledge bases. *International Journal of Psychology*, 43(2), 78-87.
- Simon, T. W. (2000). United Nations convention on Wrongs to the Child. *The International Journal of Children's Rights*, 8, 1-13.
- Snipstad, M. B., Lie, G. T., & Winje, D. (2010). Child Rights or Wrongs: Dilemmas in Implementing Support for Children in the Kilimanjaro Region, Tanzania, in the Era of Globalized AIDS Approaches. In T. Thelen & H. Haukanes (Eds.), *Parenting after the century of the child: travelling ideals, institutional negotiations and individual responses* (pp. 205-222). Farnham: Ashgate.
- Sund, L.-G. (2006). The rights of the child as legally protected interests. *The International Journal of Children's Rights*, 14, 327-337.

- Super, C. M., & Harkness, S. (1997). The cultural structuring of child development. In J. W. Berry, P. R. Dasen & T. S. Saraswaithi (Eds.), *Handbook of cross-cultural psychology: basic processes and human development*. Boston: Allyn and Bacon.
- Thelen, T., & Haukanes, H. (Eds.). (2010). *Parenting after the century of the child: travelling ideals, institutional negotiations and individual responses*. Farnham: Ashgate.
- Veerman, P., & Levine, H. (2000). Implementing children's rights on a local level: narrowing the gap between Geneva and the grassroots. *The International Journal of Children's Rights*, 8, 373-384.
- Woodhead, M., & Brooker, L. (2008). Enhancing sense of belonging in the early years. *Early Childhood Matters*, 111, 1-50.

### Introductory and classic texts

- Ariès, P. (1962). *Centuries of childhood. A social history of family life*. New York: Vintage Books.
- James, A. A., & Prout, A. A. (1997). *Constructing And Reconstructing Childhood*. London: Falmer Press.
- Mayall, B. (2002). *Towards a sociology for childhood: thinking from children's lives*. Buckingham: Open University Press.
- Mead, M. (1981). *Coming of age in Samoa: a study of adolescence and sex in primitive societies*. London: Penguin
- Montgomery, H. (2009). *An introduction to childhood: anthropological perspectives on children's lives*. Chichester: Wiley-Blackwell.
- Nsamenang, A. B. (1992). *Human development in cultural context. A Third World perspective*. Newbury Park, CA: SAGE.
- Thorne, B. (1993). *Gender play: girls and boys in schools*. New Brunswick: Rutgers University Press.
- Wyness, M. (2006). *Childhood and society: an introduction to the sociology of childhood*. Basingstoke: Palgrave Macmillan.

### Course structure and recommended literature

Section		Core texts	Recommended texts
Introduction		Pence & Nsamenang (2008) (41 pp) Nsamenang (2010) (8 pp)	Woodhead & Brooker (2008)
Theoretical frameworks	Cross-cultural psychology	Greenfield et al. (2003) (29 pp) Super & Harkness (2008) (6 pp)	Super & Harkness (1997) Pence & Marfo (2008)
	Anthropology	Lancy (2008) Chapter 1 (23 pp) Montgomery (2009) Ch 2 (27 pp)	Hardman (2001)
	Sociology & Globalisation	Mayall (2000) (16 pp) Kaufman (2002) (15 pp) Prout & James (1997) Finn, Nybell & Shook (2010) (8 pp)	Bühler-Niederberger et al (2008)
	HP & psychosocial	Rutter (2006) (12 pp)	Luthar, Cicchetti & Becker (2000) Masten (2001)
Methodology		Hill (2006) (20 pp) Powell & Smith (2009) (18 pp)	Christensen & James (2008)
Critical issues	Child rights	Freeman (2007) (18 pp) Pupavac (2001) (17 pp)	Sund (2006) Snipstad et al (2010) Simon (2000)

			Veerman et al. (2000) Payet & Franchi (2008) (case study)
	Institutional, community & family responses	Leifsen (2010) (20 pp) James & James (2004) Ch 2 (16pp) Kagitcibasi (2006) (17 pp)	Thelen & Haukanes (2010)
	Health and inequalities	Monteiro et al (2010) (6 pp)	
	Orphans	Skovdal et al. (2009) (12 pp)	
Introductory and Classic texts	General		Ariès (1962)
	Anthropology		Mead (1981) Montgomery (2009)
	Sociology		James & Prout (1997) Wyness (2006) Mayall (2002)
	Gender		Thorne (1993)
	Cross-cultural Psychology		Nsamenang (1992)

Total number of pages for core texts : 355

## References

- Ariès, P. (1962). *Centuries of childhood. A social history of family life*. New York: Vintage Books.
- Bühler-Niederberger, D., & van Krieken, R. (2008). Persisting inequalities: childhood between global influences and local traditions. *Childhood, 15*(2), 147-155.
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