

SULLABYS

Methods & Ethics in Youth Research

Web based doctoral course, 7.5 credits (ECTS-score)

Objectives

After completing the course, the student should be able to:

- Independently discuss and apply key theoretical, methodological and ethical aspects of youth research.
- Reflect on chosen themes for in-depth studies in relation to interdisciplinary research on children and youth.
- Present, evaluate and critically discuss their own and others' research in seminars, in both speech and writing, within given time frames.

Course Contents

Methods & Ethic in Youth Research s focus especially on the scientific, methodological, ethical and theoretical challenges in interdisciplinary research on children and youth. The course is web based and allows students to develop and apply scientific skills in their own area of research. Students' will present their own research which will be discussed in relation to subjects from lectures, literature and seminars. The course will focus on two themes:

1. *Global perspectives on methods and ethics in youth research.*
2. *Intersections in activities and subcultures in on- and offline research.*

Prerequisites

Qualified for admission to Master's (1or 2year) or doctoral programs in one of the following, or related subjects: sociology, social psychology, pedagogy/educational sciences, social work, history, social anthropology, ethnology, gender studies, multidisciplinary thematic studies, psychology.

Assessment forms

The course is a web based doctoral course in which a two-day compulsory live-in seminar is included. There will be online interaction, with lecturers, in the form of discussions and examinations. The final examination shall be uploaded four weeks after the live-in seminar and will be assessed and returned within four weeks thereafter. Examinations will be assessed Pass or Fail.

Selectable literature

- Alderson, Priscilla & Morrow, Virginia (2011). *The ethics of research with children and young people: a practical handbook* (2nd ed). Los Angeles.
<http://www.ezproxy.server.hv.se/login?url=http://www.dawsonera.com/depp/reader/protected/external/AbstractView/S978144620938>
- Back, L. (2012). Live sociology: social research and its futures. *The Sociological Review*, 60:S1, pp. 18–39
- Björnsdóttir, K. & Traustadóttir, R. (2010) Stuck in the land of disability? The intersection of learning difficulties ,class, gender and religion. *Disability & Society*, 25: 1, 49-82
- Bowleg, L. (2008). When Black + Lesbian + Woman ≠ Black Lesbian Woman: The Methodological Challenges of Qualitative and Quantitative Intersectionality. *Research Sex Roles*. 59:312–325
- Herz, M. & Johansson, T. (2012). The Experience of Being Stopped: Young Immigrants, Social Exclusion and Strategies. *Young*, 20(2), pp. 157-176.
- Tisdall, E. Kay M., Davis, John M. & Gallagher, Michael (red.) (2009). *Researching with children and young people: research design, methods and analysis*. Los Angeles: SAGE.
<http://www.ezproxy.server.hv.se/login?url=http://www.dawsonera.com/depp/reader/protected/external/AbstractView/S9781446204375>
- Wernesjö, U. (2011). Unaccompanied asylum-seeking children: Whose perspective? *Childhood*, 19(4), pp. 495-507
- Grodzinsky, F., & Tavani H. (2010). Applying the “Contextual Integrity” Model of Privacy to Personal Blogs in the Blogosphere. *International Journal of Internet Research Ethics*, 3, pp. 38-47.
- Kozinets, R. (2010). *Netnography. Doing Ethnographic Research Online*. London: SAGE Publications
- Rosenberg, A. (2010). Virtual world research ethics and the private/public distinction. *International Journal of Internet Research Ethics*, 3, pp. 23-37.

Literature equivalent of approximately 500 pages will be added and selected in consultation with course management based on the specific research interests of the participants.