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
  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. iv. Orphaning
  v. Migration
  vi. Illness and disease (including HIV positive children)
  vii. Harmful traditional practices
  viii. Aid and competing moralities

Reading lists:


Recommended texts


### Introductory and classic texts


### Course structure and recommended literature

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<th>Section</th>
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<td></td>
<td>Kagitcibasi (2006) (17 pp)</td>
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<td>Orphans</td>
<td>Skovdal et al. (2009) (12 pp)</td>
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| Introductory and Classic texts                   | Ariès (1962)                                                              |
| General                                          | Mead (1981)                                                               |
| Anthropology                                     | 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


after the century of the child: travelling ideals, institutional negotiations and individual responses (pp. 205-222). Farnham: Ashgate.


