



Kurslitteratur för UB30045 – Forskningsetik, 7,5 hp, forskarnivå

Gäller från och med VT22
Beslutat av institutionsstyrelsen 220215

Alderson, P., & Virginia, M. (2011). *The Ethics of Research with Children and Young People: A Practical Handbook*. London: Sage. (176 s.)

Bodén, L. (2019). Wearing and daring the hat: Exploring the materialities of children's experiences in research. *Journal of Early Childhood Education Research*, 8(2), pp. 273–295. (22 s.)

Bodén, L. (2021). On, to, with, for, by: Ethics and children in research. *Children's Geographies*. Online before print.

<https://doi.org.ezp.sub.su.se/10.1080/14733285.2021.1891405> (16 s.)

Cohen, L., Manion, L. & Morrison, K. (2018). *Research Methods in Education*. (pp. 109-143, 542–562) 8 uppl. Oxon & New York: Routledge. (54 s.). *

de Koning M, Meyer B, Moors A, Pels P (2019) Guidelines for anthropological research: Data management, ethics, and integrity. *Ethnography*. 20(2): 170–174. (4 s.)

Eldén, S. (2020). *Forskningsetik: vägval i samhällsvetenskapliga studier*, (ss. 9–60.) Lund: Studentlitteratur. (51 s.)

Gibson, S. (2014). Discourse, defiance, and rationality: “Knowledge work” in the “obedience” experiments. *Journal of Social Issues*, 70(3), pp. 424–438. doi: 10.1111/josi.12069. (14 s.)

Gunther, M. (2015). När vetenskapen har gått vilse. <http://www.dn.se/nyheter/vetenskap/nar-vetenskapen-har-gatt-vilse/>

Jonsson, R. & Milani, T. (2012). ”Du baza henne fem. Om sexistiskt språk och den Andre”. I L Gottzén & R Jonsson (red.). *Andra män. Maskulinitet, normskapande och jämställdhet*. (ss. 66-93) Lund: Gleerups. (27 s.) **

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Barn- och ungdomsvetenskapliga institutionen



Mayne, F., and Christine, H. (2015). How Far Have We Come in Respecting Young Children in Our Research?: A Meta-Analysis of Reported Early Childhood Research Practice from 2009 to 2012. *Australasian Journal of Early Childhood*, 40(4), (pp. 30–38).

doi:10.1177/183693911504000405. (8 s.)

O'Reilly, K. (2012) *Ethnographic methods*. Oxfordshire: Routledge. Urval s. 62-85. (23 s).*

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10.1080/14725860903309187 (7 s.)

Quennerstedt, A., Hartcourt, D., Sargeant, J. (2014). Forskningsetik i forskning som involverar barn. *Nordic Studies in Education*, Vol 34: 77–93. (16 s.)

Rutanen, N., Raittila, R., Harju, K., Revilla, Y-L & Hännikäinen, M. Negotiating Ethics-in-Action in a Long-term Research Relationship with a Young Child. *Arena of ethics. Human Arenas*. <https://doi.org/10.1007/s42087-021-00216-z> (18 s.)

Samuelsson, T., Sparrman, A., Cardell, D., & Lindgren, A.-L. (2015). The active, competent child, capable of autonomous action: An inherent quality or the outcome of a research process? *AnthropoChildren*, 5(July), pp. 1–19. (19 s.)

Siekkinen, F. (2021). *Att vara och inte vara: elevpositioner(ingar) i spänningsfältet mellan svenska och svenska som andraspråk*. Diss: Göteborg: Acta Universitatis Gothoburgensis. (ss. 75-106). (31 s.) *

Sparrman, A. (2015). Seeing (with) the 'sexy' body: young children visual enactment of sexuality. In E. Renold, J. Ringrose and D. Egan (Eds.), *Children sexuality and the 'sexualization' of culture*, (pp. 123-140). Houndmills, Basingstoke, UK: Palgrave Macmillan. (17 s.) **

Sparrman, A. (2014). Access and gatekeeping in researching children's sexuality: Mess in ethics and methods. *Sexuality & Culture*, 18(2), pp. 291-309. (18 s.)

Thomas, N. (2017). Turning the tables: Children as researchers. In P. Christensen & A. James (Eds.), *Research with Children: Perspectives and Practices*. (pp. 160–179) London: Routledge. (19 s.) **

Palaiologou, I. (2012). *Ethical Practice in Early Childhood*. London: Sage. (240 s.) **



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Vetenskapsrådet (2017). *God forskningssed*. <http://www.vr.se> (84 s.) **

Wall, J. (2019). From childhood studies to childism: reconstructing the scholarly and social imaginations. *Children's Geographies*. doi: 10.1080/14733285.2019.1668912. (14 s.)

Wästerfors, D. (2019). *Den etnografiskt okänsliga etikgranskningen*. *Statsvetenskaplig tidskrift*, 121(2), ss. 173–205. (32 s.)

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