

CHILDREN'S STUDIES PROGRAM

SUPPLEMENTAL CALENDAR

2016-17

Children's Studies Program

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DESCRIPTION OF PROGRAM

The **Children's Studies Program** is an interdisciplinary, humanities-based program that seeks to understand human experience from the perspectives of children and youth, over time and throughout the world, and to develop an understanding of the philosophical, cultural, and social contexts for the diversity of lived experiences of childhood and youth. In *Children's Studies*, children and youth are perceived as subjects rather than as objects—as has been historically typical of much child-focused research. In this *Program*, children and youth are considered authoritative sources who ought not only to be included but also valued in academic efforts to develop knowledge of children, childhood, and youth.

The *Children's Studies Program* explores both the experiences of children and youth and adult constructions and representations of childhood and youth, adopting a child-centred and children's rights approach that recognizes children and youth as agents in their own lives, creators of their own cultures, and human beings with rights. *Children's Studies* students learn to listen to contemporary children and youth in a wide range of texts and contexts.

The *Children's Studies Program* consists of core courses in Humanities and additional child- and youth-related courses in other programs throughout the university. The program is a 120-credit, direct-entry, interdisciplinary Honours BA degree program, which also includes double major, major/minor, and minor degree options. Graduates of the program may pursue professional training in various ways of working for and with children in academia, arts, advocacy, counselling, education, health and wellness, international development, law, librarianship, media, parenting, recreation, and social work.

See a brief [brochure](#), slideshows, and [videos](#) about the *CHST Program* at <http://chst.huma.laps.yorku.ca/>.



ACADEMIC ADVISING

Regular academic advising is recommended for all *Children's Studies* majors and minors. Current advising hours, drop-in times, how to book appointments, and detailed advising checklists are always available on the *Children's Studies Program Website* under "Undergraduate Programs – Advising" at <http://chst.huma.laps.yorku.ca/advising/>.

Students may make an appointment with the *Children's Studies* Academic Advisor by contacting the Program Secretary (416-736-2100 ext. 33214) or may attend drop-in advising hours without an appointment. Beyond formal advising, *Children's Studies* aims to be a student-friendly program: all majors and minors are encouraged to consult regularly with faculty members about current and future courses, graduate study, and career opportunities.

Before an advising appointment, students are encouraged to review program and faculty requirements by checking their "Degree Progress Report" at <http://www.yorku.ca/roweb/mydegreeprogress/index.php> and to use the appropriate checklist at the bottom of the *Children's Studies Program Website* Advising page at <http://chst.huma.laps.yorku.ca/advising/>.

NAME: _____		STUDENT # _____	
CHILDREN'S STUDIES HONOURS BA PROGRAM CHECKLIST Department of Humanities, Faculty of Liberal Arts & Professional Studies, York University (FOR STUDENTS BEGINNING Fall 2014 and After)			
Transfer Credits: _____ at _____ (level). Example: _____			
To enter, continue in, and graduate from CHST, students need an Honours GPA (cumulative, weighted general program average of at least a C+ = 2.5; Academic Decisions – "May continue in honours")			
GENERAL EDUCATION Students entering York Fall 2014 and after need to take 21 General Education credits: 6 credits in NATS; either 6 or 9 credits in HUMA and either 6 or 9 credits in SOGC, with 9 credits in one of HUMA or SOGC and 6 credits in one of HUMA or SOGC.		COURSES PASSED OR CURRENT	
COURSES PLANNED		CANNOT BE APPLN'D 1911 & 9.0	
HUMANITIES (one of HUMA & SOGC 9 credits, one at 6 credits)	6 or 9	HUMA	
SOCIAL SCIENCE (one of HUMA & SOGC 9 credits, one at 6 credits)	6 or 9	SOGC	
NATURAL SCIENCE	6	NATS	
		TOTAL CREDITS: 21	
CHILDREN'S STUDIES MAJOR Upper Level Requirement: Faculty of Liberal Arts & Professional Studies regulations require students to complete at least 26 credits at the 3000- or 4000-level, including 16 credits at the 4000-level, including 12 credits at the 4000-level in each Honours Major.			
CHST COURSE	6	HUMA 1910 & 9.0	AT LEAST A "B" FW 2014-15
CHST COURSE	6	HUMA 2610 & 6.0	AT LEAST A "B" FW 2015-16
CHST COURSE (3000-4000 LEVEL)	6	HUMA 3615 & 6.0	See CHST Course List
CHST COURSE (3000-4000 LEVEL)	6		AT LEAST A "B" SUMMER OR FW
CHST COURSE (4000 LEVEL)	6	HUMA 4142 & 6.0	See CHST Course List
CHST COURSE (4000 LEVEL)	6		SUMMER OR FW
		See CHST Course List	
CREDITS OUTSIDE MAJOR (not a CHST course)		TOTAL CREDITS: 42	
COURSE OUTSIDE MAJOR	6		
COURSE OUTSIDE MAJOR	6		
COURSE OUTSIDE MAJOR	6		
FREE CHOICE COURSES (can be any course including extra CHST courses)		TOTAL CREDITS: 48	
ANY COURSE	6		
ANY COURSE	6		
ANY COURSE	6		
ANY COURSE	6		
ANY COURSE	6		
ANY COURSE	3		
TOTAL NUMBER OF CREDITS REQUIRED FOR HONOURS BA: 120		TOTAL CREDITS: 58	



DEGREE REQUIREMENTS

For each of the degree programs described below, students must meet the following requirements:

GPA Requirement: Because *Children's Studies* is available only as an Honours program, students' cumulative, weighted general program average on all courses taken at York (GPA) must be at least a C+ (5.0). LA&PS provides a GPA Calculator at <http://www.yorku.ca/laps/students/gpa.html>. Students' academic decisions must state, "May continue in Honours" for students to continue in the CHST Program.

Residency Requirement: A minimum of 30 course credits and at least 50% of the course credits required in each undergraduate degree program major/minor must be taken at York University.

General Education Requirements:

Students entering York before Fall 2009 (Faculty of Arts) need to take 24 General Education credits: 6 credits in Natural Science (NATS), a 9-credit Humanities course (HUMA), and a 9-credit Social Science course (SOSC), with one 9-credit course at the 1000 level and one at the 2000 level. (AP/HUMA 1970 9.0 fulfills the 9-credit requirement at the 1000 level in Humanities. Students using this course for their Humanities General Education requirement will need to take a 9-credit, 2000 level Social Science course.)

Students entering York Fall 2009 until 2014 (Faculty of Liberal Arts & Professional Studies) need to take 24 General Education credits: 6 credits in Natural Science (NATS), a 6- or 9-credit Humanities course (HUMA), and a 6- or 9-credit Social Science course (SOSC). Students may also, but are not required to, take a 6-credit Modes of Reasoning course (MODR), provided they take a total of 24 General Education credits as above. (AP/HUMA 1970 9.0 fulfills the 9-credit requirement at the 1000 level in Humanities.)

Students entering York in Fall 2014 and after (Faculty of Liberal Arts & Professional Studies) need to take at least 21 General Education credits from the approved list of LA&PS General Education courses, including 6 credits in Natural Science (NATS); a 9-credit approved general education course in the Social Science (SOSC) or Humanities (HUMA) categories; and a 6-credit approved general education course in the opposite category to the 9-credit course in Social Science or Humanities already taken.

Students are not to take more than three (3) 9-credit Foundations courses in their degree.

Upper Level Credits Requirement: The Honours BA degree must include at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level. (NOTE: This means that some upper-level credits beyond the required *Children's Studies* major or minor upper-level requirements must be taken.)

Students in the **Major, Double Major, or Major/Minor (with *Children's Studies* as the Major)** are required to complete at least 42 credits in *Children's Studies* courses: 24 credits in the required, core courses



AP/HUMA 1970 6.0, AP/HUMA 2690 6.0, AP/HUMA 3695 6.0, and AP/HUMA 4142 6.0 or AP/HUMA 4147 6.0; and 18 additional credits in *Children's Studies* courses (see "Additional Courses" below), including at least 6 credits at the 3000 or 4000 level and at least 6 credits at the 4000 level.

Students with *Children's Studies* as a **Minor** are required to complete at least 30 credits in *Children's Studies*: 18 credits in the required, core courses AP/HUMA 1970 6.0, AP/HUMA 2690 6.0, and one of AP/HUMA 4140 6.0, 4142 6.0, 4145 6.0, or 4147 6.0; and 12 additional credits in *Children's Studies* courses (see "Additional Courses" below).

(At least 12 additional upper-level credits, not necessarily in Children's Studies, at least 6 at the 3000 or 4000 level and at least 6 at the 4000 level, are required to meet the faculty Upper Level requirement for the Honours BA.)

The required (core) courses fulfill the *Program's* objectives by focusing on children as fully human beings who have distinct and special rights, are agents in their own lives, and are creators as well as consumers of culture. Some courses may include placements and/or research with children and youth.

The third-year core course specific to majors (AP/HUMA 3695 6.0) provides them with the ethical, theoretical, and methodological bases for the philosophy and orientation of the *Program* as well as the opportunity to develop child-centred research skills and experience in applying child-centred principles to research involving children. Thus, those students who are considering further study in the area or are likely to develop careers in working with children (majors) are better prepared to do so. CHST minors may, but are not required to, take HUMA 3695.

Meanwhile, those with a still substantial interest in the area (minors) are provided considerable exposure to the distinctive philosophy that pervades the *Program* courses and learn to appreciate its outcomes in terms of greater knowledge pertinent to children and childhood without the same rigorous dedication to *Children's Studies* as the core methodology of their studies.

DEGREE PROGRAMS

Honours BA Program

Students must complete at least 42 credits in *Children's Studies*, including:

- AP/HUMA 1970 6.0;
- AP/HUMA 2690 6.0;
- AP/HUMA 3695 6.0;
- AP/HUMA 4142 6.0 or 4147 6.0; and
- 18 additional credits chosen from the *Children's Studies* "List of Additional Courses," including at least 6 credits at the 3000- or 4000-level plus at least 6 credits at the 4000-level.

Credits outside the major: at least 18 credits.



Students must have an Honours GPA (at least a C+ = 5.0) and get at least a "B" (6.0) in HUMA 1970, 2690, and 3695 to continue in and graduate from the Program.

Honours Double Major BA Program

The Honours BA Program described above may be pursued jointly with approved Honours Double Major degree programs in the *Faculty of Liberal Arts & Professional Studies*, Environmental Studies, Fine Arts, Faculty of Health, or Faculty of Science and Engineering. For further details on requirements, see the listings for specific Honours programs that may be pursued jointly with other faculties.

Honours Double Major Interdisciplinary BA Program

The Honours BA Program described above may be linked with any Honours Double Major Interdisciplinary BA Program in the *Faculty of Liberal Arts & Professional Studies*: African Studies, Communications Studies, European Studies, Latin American and Caribbean Studies, Social and Political Thought, or South Asian Studies. Students must take the 42 required credits in *Children's Studies* and at least 36 credits in the interdisciplinary program. Courses taken to meet *Children's Studies* requirements cannot also be used to meet the requirements of the other interdisciplinary program. Students in these interdisciplinary programs must take a total of at least 18 credits at the 4000-level including at least 12 credits in *Children's Studies* and 6 credits in the interdisciplinary program. For details of requirements, see the listings for specific Honours Double Major Interdisciplinary BA programs.

Honours Major/Minor BA Program

The Honours BA Program described above may be pursued jointly with approved Honours Minor degree programs in the *Faculty of Liberal Arts & Professional Studies*, Environmental Studies, Fine Arts, Faculty of Health, or Faculty of Science and Engineering. For further details on requirements, see the listings for specific Honours programs that may be pursued jointly with other faculties.

Honours Minor BA Program

The Honours BA Minor program may be combined with any approved Honours BA Program that offers a major/minor option in the *Faculty of Liberal Arts & Professional Studies*, Environmental Studies, Fine Arts, Faculty of Health, or Faculty of Science and Engineering. For further details on requirements, refer to the listings for specific Honours programs that may be pursued jointly with other faculties. The Honours Minor in *Children's Studies* comprises at least 30 credits including:

- AP/HUMA 1970 6.0;
- AP/HUMA 2690 6.0;
- at least one of AP/HUMA 4140 6.0, 4142 6.0, 4145 6.0, or 4147 6.0; and
- 12 additional credits chosen from the *Children's Studies* "List of Additional Courses."

Upper Level Credits: at least 6 credits in the minor must be at the 4000 level.



Students must have an Honours GPA (at least a C+ = 5.0) and get at least a "B" (6.0) in HUMA 1970 and 2690 to continue in and graduate from the Program.

Children's Studies majors must have a GPA of at least C+ (5.0) and achieve a grade of at least "B" (6.0) in AP/HUMA 1970 6.0, AP/HUMA 2690 6.0, and AP/HUMA 3695 6.0 in order to continue in and graduate from the Program. Children's Studies minors must have a GPA of at least C+ (5.0) and achieve a grade of at least "B" (6.0) in AP/HUMA 1970 6.0 and AP/HUMA 2690 6.0 to continue in and graduate from the Program.

NAME: **Typical ECE Graduate** STUDENT # _____

CHILDREN'S STUDIES HONOURS BA PROGRAM CHECKLIST
Department of Humanities, Faculty of Liberal Arts & Professional Studies, York University
For Students Entering/Changing Programs effective Fall/Winter 2014/15

Transfer Credits: 30 at 1000/2000 (level). Exempt: SOSOC GEN ED - 6 credits

GENERAL EDUCATION	CREDITS	COURSES PASSED OR CURRENT	COURSES PLANNED
6 students entering York or changing their program in Fall 2014 and after must take 21 General Education credits: 6 credits in NATS; either 6 or 8 credits in HUMA, and either 6 or 8 credits in SOSOC, with 9 credits in either HUMA or SOSOC and 6 credits in the other.			
HUMANITIES (9-credit approved HUMA General Education courses)	9	HUMA 1 _____	Cannot be AP/HUMA 1971 9.0; there is a course credit exclusion between HUMA 1970 and 1971.
SOCIAL SCIENCE	6	SOSOC TRANSFER 6 out of 30 credits	(can be two 3-credit or one 6-credit approved NATS GEN ED courses)
NATURAL SCIENCE	6	NATS 1 _____	
	6		
			TOTAL CREDITS: 21

Please see General Education guidelines and list of approved courses at http://www.yorku.ca/leaps/courses/gen_education.html.

CHILDREN'S STUDIES MAJOR
Upper Level Requirement: Faculty of Liberal Arts & Professional Studies regulations require students to complete at least 36 credits at the 3000- or 4000-level, including 18 credits at the 4000-level in each Honours Major.

CHST COURSE	CREDITS	HUMA 1970 6.0A	AT LEAST A "B" - FW Year 1
CHST COURSE	6	HUMA 2690 6.0 (pre-requisite: at least a "B" in HUMA 1970 6.0A)	AT LEAST A "B" - FW Year 2
CHST COURSE	6		See CHST Course List Booklet.
CHST COURSE (3000/4000 LEVEL)	6	HUMA 3695 6.0 (pre-requisite: at least a "B" in HUMA 1970 and 2690 6.0)	AT LEAST A "B" - SUMMER or FW Year 3
CHST COURSE (3000/4000 LEVEL)	6		See CHST Course List Booklet.
CHST COURSE (4000 LEVEL)	6	HUMA 4142 6.0	SUMMER or FW Year 3 or 4
CHST COURSE (4000 LEVEL)	6		See CHST Course List Booklet.
			TOTAL CREDITS: 42

CREDITS OUTSIDE MAJOR (not a CHST course)

COURSE OUTSIDE MAJOR	CREDITS		
COURSE OUTSIDE MAJOR	6		
COURSE OUTSIDE MAJOR	6		
COURSE OUTSIDE MAJOR	6		
			TOTAL CREDITS: 18

FREE CHOICE COURSES (can be any course including extra CHST course)

ANY COURSE	CREDITS		
ANY COURSE	6		
ANY COURSE	6	TRANSFER 6 out of 30 credits	
ANY COURSE	6	TRANSFER 6 out of 30 credits	
ANY COURSE	6	TRANSFER 6 out of 30 credits	
ANY COURSE	6	TRANSFER 6 out of 30 credits	
ANY COURSE	3		
			TOTAL CREDITS: 39

TOTAL NUMBER OF CREDITS REQUIRED FOR HONOURS BA: 120

PLEASE TURN OVER ➡



CHILDREN'S STUDIES FACULTY

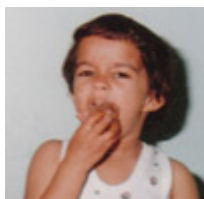
FOUNDER, CHILDREN'S STUDIES PROGRAM



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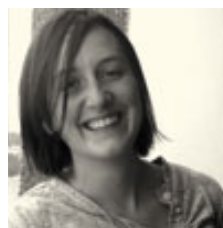


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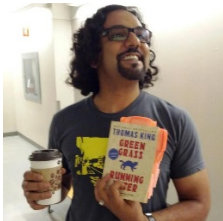






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LEARNING OBJECTIVES OF THE PROGRAM

1. Depth and Breadth of Knowledge

- a) to understand and explain the key concepts, methodologies, theoretical approaches, and technologies that comprise the interdisciplinary, rights-based, and child-centred field of *Children's Studies* (children's, childhood, and youth studies)
- b) to gather, review, evaluate, and interpret information relevant to the various aspects of the field, especially the means to hear children's and youths' voices and to undertake study of children, childhood, and youth
- c) to demonstrate critical thinking and analytical skills and be able to apply learning to understand and address problems by integrating appropriate aspects of *Children's Studies* to determine and pursue the best interests of the child or youth in any given situation

2. Knowledge of Methodologies

to demonstrate a general understanding of established methods of inquiry in major disciplines involved in child- and youth-focused studies historically as well as those specific to a rights-based and child- and youth-centred approach:

- a) to evaluate the contributions of different theoretical approaches and research studies based upon them to an understanding of the human condition from children's and youths' perspectives and an appreciation for the sources and outcomes of lived childhood and youth experiences
- b) to appreciate the value of interdisciplinary and multidisciplinary child-centred approaches to knowledge
- c) to describe and comment upon aspects of current research or equivalent advanced scholarship and practices from various relevant disciplines that promote the best interests of children and youth

3. Applications of Knowledge

to demonstrate the ability:

- a) to review, present, and evaluate critically qualitative and quantitative information for the purpose of
 - i. identifying significant agendas of concern for children and youth
 - ii. developing lines of argument on child- and youth-centred issues
 - iii. making sound judgments in accordance with the major theories, concepts, and approaches of the subject of study
 - iv. applying underlying concepts, principles, and techniques of analysis, both within and outside children's, childhood, and youth studies, and,
 - v. whenever appropriate, to use this knowledge in interactions with children and youth
- b) to use a range of established techniques, as well as those specific to hearing the voices of children and youth and working in their best interests, to obtain information for the purpose of
 - i. initiating and undertaking critical evaluation of arguments, assumptions, abstract concepts, information, and actions



- relevant to children and youth, their perspectives, and their rights
- ii. proposing solutions to problems involving children and youth
- iii. framing appropriate questions for the purpose of solving child- and youth-related issues
- iv. solving child- and youth-related problems in the best interests of the children and youth involved
- c) to make critical use of scholarly reviews, evaluations of current and past practices, and primary sources

4. Communication Skills

to demonstrate the ability to communicate information, arguments, and analyses accurately and effectively, orally and in writing, to a range of audiences (academic and non-academic), child and adult, public and private (government and non-government), at an advanced level

5. Awareness of Limits to Knowledge

to demonstrate an understanding of:

- a) the limits to adults' knowledge of children and youth and their abilities to work effectively in the best interests of children and youth
- b) the ways and extent to which knowledge of children and youth and actions taken involving them are embedded in culture (with all its contingent variables) and expressed through language and other means of communication that require great respect and sensitivity from an outsider who seeks to work with or for children and youth of other cultures or in a multicultural setting
- c) the extent to which each student's understanding is bounded by a personal cultural context that necessarily influences his or her gaze and resultant analyses and interpretations of children, childhood, and youth

6. Autonomy and Professional Capacity

to demonstrate both at the University and in course-related community initiatives and research:

- a) qualities and transferable skills necessary for future study, employment, community involvement, and other activities requiring
 - i. the exercise of initiative, personal responsibility, and accountability in both personal and group contexts
 - ii. working effectively with others
 - iii. decision-making in complex contexts
- b) the ability to manage students' own learning in changing circumstances, both within and outside the discipline, and to determine their means to pursue further study according to their circumstances
- c) behaviour consistent with academic integrity, social responsibility, and the highest ethical standards as are demanded when working with a vulnerable population such as children and youth



GRADING SYSTEM

Grading Scale

Children's Studies courses are graded according to York University's undergraduate grading scale:

Grade	Point Value	Definition
A+	9	exceptional
A	8	excellent
B+	7	very good
B	6	good
C+	5	competent
C	4	fairly competent
D+	3	passing
D	2	marginally passing
E	1	marginally failing
F	0	failing

Note: The "Point Values" in the middle column above are used only in calculating students' Grade Point Averages, both sessional and cumulative; they were not designed to be used to calculate marks in courses.

Percentage Equivalents to Letter Grades

The *Faculty of Liberal Arts & Professional Studies* does not have an official table of "percentage equivalencies" for its final letter grades. See the section on "Grades in Courses" for information on conversion from percentages to letter grades within courses.

Grades in Courses

Marking Scheme

- Announcement in Class:** The means of determining the final grade in a course must be announced in writing in each course within the first two weeks of classes. Such information must include the kinds of assignments, essays, examinations, and other components which make up the grade; their relative weights; and any other procedures which enter into the determination of the final grade.
- Subsequent Changes:** In exceptional circumstances, a previously announced marking scheme for a course may be changed, but only with the consent of all students; the new marking scheme must also be distributed in written form.
- "Feedback" During Course:** Instructors are obliged to provide a mechanism by which students can be apprised of their progress in a course; in particular, students must be able to make an informed decision on whether to withdraw from a course. For information on changes to the Senate Grading Scheme and Feedback Policy please see the *Faculty of Liberal Arts & Professional Studies Undergraduate Programs Calendar*.
- In courses in which percentages are used as a means of reporting grades on individual pieces of work, the following conversion table is to be used in converting percentage grades to letter grades, unless alternative provisions for scaling and/or conversion are announced to students in writing within the first two weeks of classes.



From Percentage	To Letter Grade
90-100	A+
80-89	A
75-79	B+
70-74	B
65-69	C+
60-64	C
55-59	D+
50-54	D
40-49	E
0-39	F

Release of Final Grades

Release Dates:

- 1) **Fall/Winter Session:** In the Fall/Winter Session, grades are normally released in January for Fall Term half courses, and in June for full courses and Winter Term half courses.
- 2) **Summer Session:** Grades for courses taken in the Summer Session are normally released in September.

Request for Reappraisal of Final Grades

Students may, with sufficient academic grounds, request that a final grade in a course be reappraised. Further information may be obtained from the Department/ Division offering the course. Students applying to have a grade reappraised in a *Faculty of Liberal Arts & Professional Studies* course should note the following:

- a) **Deadline:** Requests for reappraisal must be filed with the unit offering the course within 21 calendar days of the release of the final grade in the course.
- b) **Written Work Only:** Students may request reappraisal on the marking of specific pieces of work, or the overall course grade. Normally, however, only written work can be reassessed.
- c) **Possible Grade Changes:** When a student requests a grade reappraisal, an original grade may be raised, lowered, or confirmed.
- d) **Reappraisal Request Form:** Students wishing to request the reappraisal of a final grade should fill out the appropriate form available from the Department/Division offering the course and submit it to the same office.
- e) **Faculty Appeal Procedures:** The decision of the Department/Division may be appealed to the *Faculty of Liberal Arts & Professional Studies* Executive Committee only on grounds of procedural irregularity or new evidence.

For information on requesting a reappraisal in a HUMANITIES course, please contact the Department of Humanities.



Deferred Standing and Aegrotat Standing

In some cases, students may be eligible for deferred standing or aegrotat standing on the grounds of illness, accident, or family misfortune.

Deferred Standing - Deferred standing (an extension) allows a student additional time to write a test or final examination or to complete an assignment after the Faculty's deadline for submission of term work.

Aegrotat Standing - In cases in which a student cannot be expected to complete the work for a course, the phrase "Aegrotat Standing" (from the Latin for "she/he is ill") is substituted for a grade on the transcript. Aegrotat standing is seldom granted, and only in exceptional circumstances in which deferred standing is inappropriate.

Deferred Standing

In the *Faculty of Liberal Arts & Professional Studies*, deferred standing is arranged by means of a form called a Deferred Standing Agreement (DSA). The deadlines for submitting a DSA are January 15 (fall term courses), and May 1 (full year and winter term courses). A petition for deferred standing will be accepted only if the course director indicates on a DSA form that she or he refuses to approve deferred standing.

Petitions for Deferred Standing and Aegrotat Standing

Petitions for deferred standing or aegrotat standing are expected to be submitted to the Petitions Committee within 48 hours of the DSA application deadline, and will not be accepted more than one month after the last day of examinations for the term in question without evidence of circumstances which account for the delay. It is the responsibility of the student to ensure that full documentation (medical or other) is provided in support of petitions for deferred or aegrotat standing. Appropriate forms and guidelines are available from the Office of the Registrar, Student Services Centre.

Term Work, Tests and Examinations

Term Work

1. **Definition:** Term Work includes reports, assignments, essays, tests, and other written work assigned in a course with the exception of final examinations.
2. **Deadline for Submissions:** Term Work must be submitted by the first day of the official Examination Period of the term in which the course ends. Instructors, departments, and divisions may, however, set earlier deadlines for the submission of term work.

Tests and Examinations

Tests and examinations are important parts of the educational process. They must be conducted under fair conditions which allow students to demonstrate what they have learned. Disruptions or attempts to obtain an unfair advantage are offences against academic integrity and can result in severe penalties. (See the Senate Policy on Academic Honesty and Academic Conduct found in the *Undergraduate Programs Calendar*, the *New Students' Handbook*, and on the University Website.)



Policy on Academic Honesty

A central purpose of the University is to teach students to think independently and critically. Cheating and other forms of academic dishonesty run counter to this purpose and violate the ethical and intellectual principles of the University; they are therefore subject to severe penalties. For more information, please see the Senate Policy on Academic Honesty found in the *Undergraduate Programs Calendar* or at

<http://www.yorku.ca/secretariat/policies/document.php?document=69>.

Petitions for Late Withdrawal (First-Year Students)

For information on petitions in the *Faculty of Liberal Arts & Professional Studies*, please see <http://laps.yorku.ca/office-of-the-faculty-council/information-for-students/undergraduate-academic-petitions/>.

To see the special policy of leniency for first-year students for late withdrawal from courses in which students have done poorly, please see “First Year Late Withdrawal” and the “Late Withdrawal Information Sheet” and “A Special Note on Courses Completed in a Student’s First year of Study.”

▶ Late Withdrawal

▼ First Year Late Withdrawal

Purpose: to waive the withdrawal deadline of a course completed in a student's first year of study at York.

Required: Online petition application, which must include a list of the petitioned courses, and a Statement of Grounds

For more information please see 'A SPECIAL NOTE ON COURSES COMPLETED IN A STUDENT'S FIRST YEAR OF STUDY' in the [Late Withdrawal Information Sheet](#).

▶ Deferred Standing/Extension of Deferred Standing

▶ Enrol or re-enrol late in a course

▶ Course Overload

▶ Waive Honours Standing Regulations

▶ Take Additional Credits, 90-credit degree

▶ Waive a Required Withdrawal or Debarment

A SPECIAL NOTE ON COURSES COMPLETED IN A STUDENT'S FIRST YEAR OF STUDY

The Faculty of Liberal Arts & Professional Studies has a policy of leniency as concerns the withdrawal deadlines of courses completed during the first year of study, provided these conditions are met:

- the courses were completed during the 12 months consecutive to the start date of the student's first course at York University;
- the student was attending university for the first time (a student admitted from another accredited post-secondary institution does not qualify for this leniency, and is expected to submit a full late withdrawal petition).

If you are found to meet the conditions of “first year” leniency, the Faculty may choose to waive the Course Performance Summary (CPS) forms normally required for such a petition, and to make a decision on the basis of your initial submission. If you have any questions concerning this policy, please contact petitions staff by email at lapspet@yorku.ca.



Policy on Repeating Courses

You are allowed to repeat a course once; the first grade is marked "NCR" (No Credit Retained) and stops counting towards your GPA but remains on your transcript; the second grade becomes the grade of record regardless of whether it is higher, the same, or lower than the first grade. See complete details at <http://www.yorku.ca/univsec/policies/document.php?document=92>.

Change My Program

If you wish to change from your *Children's Studies* major or minor to another major or minor, you need to make the request online to "CHANGE MY PROGRAM": see <http://www.registrar.yorku.ca/program/change/>.

Academic Honours

Faculty of Liberal Arts & Professional Studies

All degrees

- Summa Cum Laude: Cumulative grade point average of 8.00+
- Magna Cum Laude: Cumulative grade point average of 7.80-7.99
- Cum Laude: Cumulative grade point average of 7.50-7.79
- Member of the Dean's Honour Roll: Cumulative grade point average of 7.00+

Grades and Grading Schemes

Grade	Grade Point	Percent Range
A+	9	90-100
A	8	80-89
B+	7	75-79

GENERAL GUIDELINES ABOUT COURSES

The *Children's Studies Program* is housed in the *Department of Humanities*, in the *Faculty of Liberal Arts & Professional Studies*. *Children's Studies* students may enrol in courses offered by teaching units other than the *Department of Humanities*. However, students must **always** meet the enrolment requirements of the unit offering a course.

All courses on the "A" list are automatically counted for credit towards the *Children's Studies* major and minor. In the case of courses on the "B" list, students are required to obtain written permission from the course director and the Coordinator of the *Children's Studies Program* for such courses to be counted as credits towards the *Children's Studies* major or minor.

Courses in the Department of History, for example, have very strict enrolment guidelines, and the Department of Psychology has specific prerequisites for upper-level courses.



CHILDREN'S STUDIES COURSES

Except for core courses and some Humanities *Children's Studies* courses, spaces are not necessarily reserved in other courses for *Children's Studies* majors and minors. Contact the relevant department or program for information on enrolling in these courses.

Program Courses

Not all the courses listed will necessarily be offered in any given year. For more information, please consult the relevant department supplemental calendars or course timetables as well as the *Children's Studies Program Course List Booklet* and listing below.

Students must ensure that they have completed the departmental prerequisite(s) for each of the courses below that they hope to take. Such prerequisites will not be waived for *Children's Studies* students.

NOTE:

The selection of any of these courses to fulfil *Children's Studies Program* requirements will be guided by the advice of the *Children's Studies Academic Advisor* with reference to the course syllabi of any given year and consultation with the instructors involved.

To complete their upper-level (3000- and 4000-level) program requirements, students may choose their additional courses from the various relevant 3000- and 4000-level offerings available throughout the University, including, possibly, Directed Reading courses in various units. For information on Directed Reading courses in Humanities / *Children's Studies*, available as 3-credit or 6-credit courses at the 3000 or 4000 level, please see http://huma.laps.yorku.ca/files/2015/05/LAPS_Directed_Reading_Form.pdf. Such courses need to be approved by the *Department of Humanities Undergraduate Program Director (UPD)* and the *Children's Studies Coordinator* for approval as *Children's Studies* major or minor credit.

Intensive advising (group and individual) will be provided both to majors and minors in the *Children's Studies Program* to ensure that in fulfilling the program requirements they select the courses most appropriate to their interests. The *Children's Studies Coordinator/Academic Advisor* will try to warn students of the prerequisites they must have to take the upper-level offerings in which they express interest.

With the approval of the *CHST Coordinator*, students may complete other courses for credit in *Children's Studies*. Subject to course exclusion and in-Faculty regulations, students may also complete courses offered outside of the *Faculty of Liberal Arts & Professional Studies* for credit in *Children's Studies*. It is also possible for students to take a course at another Canadian University. In such instances, students are advised to obtain prior course approval from the Coordinator.



Course Listing

Faculty Identifiers:

AP	Faculty of Liberal Arts & Professional Studies
GL	Glendon
HH	Faculty of Health
FA	Faculty of Fine Arts

CORE COURSES – MAJORS

AP/HUMA 1970 6.0A The Worlds of Childhood

NOTE: In 2016-17, this course is offered only in Y (Fall-Winter).

AP/HUMA 2690 6.0 On Children: An Introduction to Children's Studies

NOTE: In 2016-17, this course is offered only in Y (Fall-Winter).

AP/HUMA 3695 6.0 Listening to Children: Ethics and Methodology of Child-Centered Studies

NOTE: In 2016-17, this course is offered in S1 (Summer), F (Fall), and W (Winter).

AP/HUMA 4142 6.0 Contemporary Children's Culture

NOTE: In 2016-17, this course is offered in SU (Summer), W (Winter), and Y (Fall-Winter). One section of Y (Fall-Winter) will be an online course.

AP/HUMA 4147 6.0 International Field Study Tour – Children's Culture in Context

NOTE: This course is offered in Summer 2016 (J1 term) in Limpopo, South Africa.

CORE COURSES – MINORS

AP/HUMA 1970 9.0A The Worlds of Childhood

NOTE: In 2016-17, this course is offered only in Y (Fall-Winter).

AP/HUMA 2690 6.0 On Children: An Introduction to Children's Studies

NOTE: In 2016-17, this course is offered only in Y (Fall-Winter).

One of:

AP/HUMA 4140 6.0 Childhood in Canadian Culture

AP/HUMA 4142 6.0 Contemporary Children's Culture

AP/HUMA 4145 6.0 Fantasy and Children's Culture

NOTE: In 2016-17, these three courses are offered both in SU (Summer) and Y (Fall-Winter). HUMA 4142 is available also in W and online.

AP/HUMA 4147 6.0 International Field Study Tour – Children's Culture in Context

NOTE: This course is offered in Summer 2016 (J1) in Limpopo, South Africa.

NOTE: Because of how the Program is structured, the four required, core courses in the Children's Studies Program (AP/HUMA 1970 6.0, 2690 6.0, 3695 6.0, and 4142 6.0) MUST be taken one at a time and in order. Students who enrol in more than one of these courses at the same time will be required to withdraw from all but the lowest of these courses not completed.



LIST OF ADDITIONAL COURSES

Summer/Fall/Winter 2016-2017

NOTE: The academic year 2016-17 comprises SU 16, FW 16-17, F 16, and W 17.

In the lists of courses below,

SU 16 = the full SU Summer 2016 term (May to August 2016)

F 16 = the Fall 2015 term (September to December 2016)

W 17 = the Winter 2016 term (January to April 2017)

FW 16-17 = the Fall-Winter 2015-16 term (September to April)

See also other terms: **S1, S2, D2, etc.**

INTR = Internet (online course)

Not Offered = Course not offered in Summer/Fall/Winter 2016-17

See sessional dates for each term at <http://registrar.yorku.ca/enrol/dates/>.

List "A" – Courses Directly Concerned With Children's Studies

NOTE: All courses in List "A" are automatically recognized as Children's Studies courses: they count towards the major and minor requirements.

COURSE #	COURSE TITLE	2016-17
ANTHROPOLOGY		
ANTH 3160 6.0	Sex, Love and Marriage: Cross-Cultural Approaches to Kinship	No longer approved as CHST course
CANADIAN STUDIES		
CDNS 4200 6.0 (AP/MIST 4200 6.0)	<i>Métis Children and Families in Canada</i>	NOT OFFERED
DANCE – FINE ARTS		
FA/DANC 3370 3.0A	<i>Dance Pedagogy</i>	NOT OFFERED
FA/DANC 4369 3.0	<i>Young Dancers: Creators, Performers and Critics</i>	NOT OFFERED
FA/DANC 4375 3.0	<i>Dance and the Child I</i>	NOT OFFERED
FA/DANC 4376 3.0	<i>Dance and the Child II</i>	NOT OFFERED
ENGLISH		
AP/EN 3032 6.0	<i>Intercultural Theory and Contemporary Children's Literature</i>	NOT OFFERED
AP/EN 3171 3.0A	<i>Coming of Age in Fiction</i>	NOT OFFERED
AP/EN 3173 3.0A	<i>Children's Literature, 1590-1900</i>	S1 16; F 16
AP/EN 3174 3.0A	<i>20th Century Children's Literature</i>	S2 16; W 17
ENGLISH – GLENDON		
GL/EN 3636 (previously GL/EN 3590) 6.0	<i>Children's Literature</i>	SU 16; FW 17



FRENCH STUDIES		
AP/FR 3340 6.0	<i>Literature Written for Young People</i>	NOT OFFERED
GEOGRAPHY		
AP/GEOG 4700 3.0A	<i>Critical Geographies of Education</i>	NOT OFFERED
HISTORY		
AP/HIST 1080 6.0A	<i>Growing Up in North America</i>	FW 16-17
AP/HIST 4051 6.0A	<i>Family, Work, and Community: Canadian Society in 19th and 20th Centuries</i>	NOT OFFERED
HUMAN RIGHTS & EQUITY STUDIES		
AP/HREQ 3961 3.0	<i>Children's Struggle for Human Rights and Equity</i>	NOT OFFERED
AP/HREQ 3964 3.0M	<i>Equity and Human Rights in Schooling</i>	S1 16
HUMANITIES		
AP/HUMA 1970 6.0A	<i>The Worlds of Childhood</i>	FW 16-17
AP/HUMA 2680 6.0A	<i>Early Times: Literature and the Imagination of the Child</i>	SU 16
AP/HUMA 2690 6.0A	<i>On Children: Introduction to Children's Studies</i>	FW 16-17
AP/HUMA 3103 6.0A	<i>Childhood and Children in the Ancient Mediterranean</i>	FW 16-17
AP/HUMA 3685 6.0	<i>Canadian Children's Literature & Culture</i>	NOT OFFERED
AP/HUMA 3690 6.0	<i>Children's Literature & Film Adaptations</i>	SU 16
AP/HUMA 3691 3.0	<i>Picture Books in Children's Culture</i>	W 17
AP/HUMA 3692 6.0	<i>Representation of Children's Alterity</i>	SU 16
AP/HUMA 3693 3.0M	<i>The Rainbow List: GLBTQ Literature and Culture for Children and Youth</i>	S2 16; W 17
AP/HUMA 3694 3.0	<i>Contemporary Childhoods: Theories, Policies, Stereotypes</i>	NOT OFFERED
AP/HUMA 3695 6.0	<i>Listening to Children: Ethics and Methodology of Child-Centred Studies</i>	S1 16; F 16; W 17
AP/HUMA 3697 3.0M	<i>Writing by Children and Youth</i>	S2 16; W 17
AP/HUMA 3698 3.0	<i>Canadian Children's Health and Quality of Life: A Rights- Based Perspective</i>	NOT OFFERED
AP/HUMA 3699 3.0	<i>Childhood, Culture & Musical Arts</i>	F 16
AP/HUMA 4140 6.0	<i>Childhood in Canadian Culture</i>	SU 16; FW 16-17 (2 sections)



AP/HUMA 4141 6.0 INTR	<i>Children, Youth, & Digital Culture</i>	SU 16; FW 16-17
AP/HUMA 4142 6.0 INTR is also available	<i>Contemporary Children's Culture</i>	SU 16; FW 16-17 (2 sections); W 17; FW INTR
AP/HUMA 4144 3.0	<i>Indigenous Knowledge and Children's Literature in North America</i>	NOT OFFERED
AP/HUMA 4145 6.0	<i>Fantasy and Children's Culture</i>	SU 16; FW 16-17 (2 sections)
AP/HUMA 4146 3.0	<i>Children's Culture in Context</i>	NOT OFFERED
AP/HUMA 4147 6.0	International Field Study Tour – Children's Culture in Context	J1 16
AP/HUMA 4148 3.0	<i>Children and the Law in Historical Perspective</i>	NOT OFFERED
AP/HUMA 4149 3.0	<i>Contemporary Canadian Childhood and the Law</i>	NOT OFFERED
AP/HUMA 4410 6.0	<i>Narratives of the Family in Modern Korea</i>	NOT OFFERED
AP/HUMA 4824 3.0	<i>Imagining Anne Frank: The Girl, the Diary, the Afterlives</i>	NOT OFFERED
KINESIOLOGY		
HH/KINE 3340 3.0	<i>Growth, Maturation and Physical Activity</i>	F 16; W 17
HH/KINE 3480 3.0A	<i>Outdoor and Experiential Education</i>	F 16
HH/KINE 3530 3.0	<i>Theories of Play</i>	NOT OFFERED
HH/KINE 4560 3.0AM	<i>Physical Activity and Children: Pedagogy</i>	F 16; W 17
LINGUISTICS		
AP/LING3210 3.0M	<i>First Language Acquisition</i> NOTE: Prerequisite: AP/LING 1000 6.00 or AP/LING 3220 3.00.	W 17
MULTICULTURAL AND INDIGENOUS STUDIES		
AP/MIST 4010 3.0	<i>Childhood in Society</i>	SU 16
PSYCHOLOGY		
HH/PSYC 2110 3.0A	<i>Developmental Psychology</i>	S1 16; F 16; W 17
HH/PSYC 3500 3.0A	<i>Development in Adolescence</i>	W 17
HH/PSYC 3520 3.0A	<i>Infancy</i>	F 16; W 17
HH/PSYC 3630 3.0A	<i>The Psychology of the Family</i>	W 17
HH/PSYC 4010 3.0M	<i>Seminar in Developmental Psychology</i>	S2 16; W 17
HH/PSYC 4010 6.0A	<i>Seminar in Developmental Psychology</i>	FW 16-17
HH/PSYC 4460 6.0A	<i>Atypical Development</i>	FW 16-17



PSYCHOLOGY – GLENDON		
GL/PSYC 3300 3.0A	<i>Introductory Development: Infancy and Childhood</i>	F 16
GL/PSYC 3510 3.0M	<i>Disturbances in Development</i>	W 17
SOCIAL SCIENCE		
AP/SOSC 2150 9.0A	<i>Health in Crisis: Issues of Health Environments and Poverty</i>	FW 16-17
SOCIOLOGY		
AP/SOCI 3660 6.0A	<i>Families and Social Change</i>	FW 16-17
AP/SOCI 4060 3.0A	<i>The Sociology of Parent/Child Relations</i>	F 16; W 17
AP/SOCI 4830 3.0A/M	<i>Childhood and Violence</i>	F 16; W 17
SOCIOLOGY – GLENDON		
GL/SOCI 3210 3.0A	<i>Sociology of Childhood, Adolescence and Youth</i>	W 17
THEATRE – FINE ARTS		
FA/THEA 3450 6.0	<i>Theatre for Young Audiences</i>	NOT OFFERED
FA/THEA 4334 3.0/6.0	<i>Theatre of the Holocaust</i>	FW 16-17
FA/THEA 4440 6.0A	<i>Drama and Education</i>	NOT OFFERED
GENDER & WOMEN'S STUDIES		
AP/CWST 2513 6.0 (previously CWST 3508; AP/HUMA 3960 6.0)	<i>Mothering and Motherhood</i>	FW 16-17 No longer approved as CHST course
AP/GWST 3553 3.0M	<i>Girlhood: Feminist Perspectives</i>	F 16
GENDER & WOMEN'S STUDIES - GLENDON		
GL/CWST 2513 6.0 (previously 3508; AP/HUMA 3960 6.0)	<i>Mothering and Motherhood</i>	FW 16-17 No longer approved as CHST course

Please see List "B" Courses on Following Pages.



List “B” – Courses With POTENTIAL for Significant Child-Related Study or Research Within the Confines of the Course

NOTE: To have a course in List “B” count as a Children’s Studies course, a student first needs to contact the appropriate course director to request that the student be allowed to direct all his or her research assignments in the course towards “children and youth” in relation to the course topic. Such approval must be in writing and forwarded to the Children’s Studies Program Coordinator and/or Program Office, who will notify the Registrar’s Office and confirm with the student that the course will count towards the student’s major or minor requirements.

COURSE #	COURSE TITLE	2016-17
ANTHROPOLOGY		
ANTH 4340 6.0A	<i>Advocacy and Social Movements</i>	S1 16; FW 16-17
DIRECTED READING COURSES		
AP/HUMA 3000 3.0 AP/HUMA 3000 6.0 AP/HUMA 4000 3.0 AP/HUMA 4000 6.0	NOTE: These are only for students capable of independent study and only as faculty resources are available (instructors do not get credit towards their workload for doing these special courses). These must be approved both by the Humanities Undergraduate Program Director and the Children’s Studies Coordinator to count towards the Children’s Studies major or minor. See complete information at http://huma.laps.yorku.ca/files/2015/05/LAPS_Directed_Reading_Form.pdf .	SU, S1, S2 16 F 16; W 17; FW 16-17
GEOGRAPHY		
AP/GEOG 2220 6.0	<i>Urban Geography</i>	FW 16-17
AP/GEOG 3060 3.0	<i>Post-Colonial Geographies</i>	NOT OFFERED
AP/GEOG 3220 6.0	<i>Advanced Urban Geography</i>	NOT OFFERED
AP/GEOG 3710 3.0	<i>Society, Space & Environment in South Asia</i>	NOT OFFERED
AP/GEOG 4060 3.0	<i>Women in North America: Historical Geographies of Gender and Sexuality</i>	NOT OFFERED
AP/GEOG 4240 3.0	<i>The Planning of Urban Public Facilities</i>	S1 16
AP/GEOG 4380 3.0	<i>Urban Social Policy</i>	NOT OFFERED
AP/GEOG 4900 3.0	<i>Public Space</i>	F16
HUMANITIES		
AP/HUMA 2320 6.0A	<i>Ideas of America</i>	RETIRED
AP/HUMA 2640 9.0A	<i>Modes of Fantasy</i>	FW 16-17
AP/HUMA 3310 3.0	<i>The Writer and Folk Culture in the Afro-Caribbean</i>	S1 16
AP/HUMA 3670 6.0	<i>Fantasy in the Modern World</i>	FW 16-17



COURSE #	COURSE TITLE	2016-17
AP/HUMA 3923 6.0	<i>X-Culture: Popular Culture, Postmodernism, and Technology</i>	NOT OFFERED
AP/HUMA 4150 6.0A	Life Writing	NOT OFFERED
AP/HUMA 4230 3.0M	<i>Informational Identities: The Self in the Age of Technology</i>	W 17
KINESIOLOGY		
HH/KINE 2475 3.0A	<i>Coaching: The Art and Science</i>	S1 16; F16; W17
HH/KINE 3620 3.0A	<i>Sociology of Sport I</i>	F 16
PSYCHOLOGY		
HH/PSYC 3290 3.0A/M (AP/LING 3220 3.0)	<i>Psycholinguistics</i>	S1 16; F16; W 17
SOCIAL SCIENCE		
AP/SOSC 3770 3.0A	<i>Housing Policy</i>	W 17
SOCIOLOGY		
AP/SOCI 4410 3.0A	<i>Sociology of Poverty</i>	S2 16; F 16
AP/SOCI 4420 6.0	<i>Contemporary Sociology: Issues of North American Native Peoples</i>	NOT OFFERED
THEATRE – FINE ARTS		
FA/THEA 2600 6.0A	<i>Putting on the Play</i>	SU 16
FA/THEA 4460 6.0A	<i>Improvisation and Playmaking</i>	F 16



Course Descriptions

For more detailed course descriptions, please consult the relevant department supplemental calendars.

CORE COURSES – MAJORS/MINORS

Department of Humanities: 262 Vanier College, 416-736-5158, lapshuma@yorku.ca

AP/HUMA 1970 6.0A, THE WORLDS OF CHILDHOOD

This is the first-year, required core course in the Children's Studies Program. To enter, continue in, and graduate from the Children's Studies Program, CHST majors and minors require at least a "B" grade in this course. Students intending to major or minor in the Children's Studies Program need to enrol in this course.

*NOTE: AP/HUMA 1971 9.0 is NOT approved for Children's Studies majors and minors: there is a course credit exclusion between HUMA 1971 and HUMA 1970 (students cannot get credit for both courses). AP/HUMA 1971 9.0, *Understanding Children and Youth*, is a Humanities General Education course for students who are not CHST majors and minors.*

NOTE: This course is currently offered only in the Fall-Winter (year) terms.

The course combines weekly two-hour lectures with one-hour small group tutorials. Lectures introduce students to the key formal and thematic features of the weekly course readings at hand. Students will be shown how to analyze theories of childhood and youth cultures using appropriate analytical vocabulary. There will be instruction in the particular ways such analysis may be expressed verbally (through oral presentations and in-class discussion) and in writing, as well as in the fundamentals of academic writing (research and proper citation). Tutorials offer opportunities to discuss the texts in small groups and to apply the critical skills learned in lecture. Writing assignments will support the development of students' understanding of the texts, the writing process, the development of a persuasive argument, effective research, and proper citation.

ASSIGNMENTS:

Personal Reflection: 10%

Close Analysis Essay: 15%

Mid-term: 10%

Final Exam (cumulative): 15%

Class Participation (includes tutorial presentation): 20%

Outline and Annotated Bibliography: 10%

Children's Cultures Essay: 20%

**** Please note that you must complete the Academic Integrity Tutorial and submit the results with your first essay in order to pass the course. You will find it at:

http://www.yorku.ca/tutorial/academic_integrity/

REPRESENTATIVE READINGS:

Please purchase editions of the following texts from the University Bookstore in York Lanes:

Cregan, Kate and Denise Cuthbert. *Global Childhoods: Issues and Debates*. London: Sage Publications, 2014.

Ellis, Deborah. *Three Wishes: Palestinian and Israeli Children Speak*. Groundwood.

James, Allison and Adrian James. *Key Concepts in Childhood Studies*. 2nd edition. London: Sage Publications, 2012.

Satrapa, Marjane. *The Complete Persepolis*. New York: Pantheon Books, 2004.

Understanding Childhood: A Cross-Disciplinary Approach. 2nd edition. Ed. Mary Jane Kehily. Bristol: Policy Press, 2013.

van Diepen, Allison. *Light of Day*. New York: HarperCollins, 2015.



REQUIRED FILMS: Note: In addition to the readings you will also be required to view clips from the following films in lecture and tutorial. If you miss the screening of these clips, the films may be borrowed from York's Sound and Moving Image Library (located in Scott Library).

Bully (Clark, 2001), *Kids* (Clark, 1995), *Persepolis* (Paronnaud, Satrapi, 2007)

Students are also responsible for assigned short readings and other critical materials, which will be made available through the course Moodle site or are on reserve in the library.

COURSE DIRECTOR: A. Halsall

RESERVED SPACES: All spaces are reserved for *Children's Studies* Majors and Minors.

Course Credit Exclusion: AP/HUMA 1970 9.0; AP/HUMA 1971 9.0.

PRIOR TO FALL 2009: Course credit exclusion: AS/HUMA 1970 9.00.

AP/HUMA 2690 6.0A INTRODUCTION TO CHILDREN'S STUDIES

NOTE: This is the second-year, required core course in the Children's Studies Program. To continue in and graduate from the Children's Studies Program, CHST majors and minors require at least a "B" grade in this course.

All spaces reserved for Children's Studies Majors and Minors who have successfully completed AP/HUMA 1970 9.0 (before Summer 2014) or AP/HUMA 1970 6.0 (from Fall 2014 on), with at least a "B."

NOTE: This course is currently offered only in the Fall-Winter (year) terms.

This course is an interdisciplinary introduction to the study of children and childhood from birth to age 18 ("child" as defined by the United Nations Convention on the Rights of the Child). The course draws on many disciplines, including anthropology, sociology, psychology, law, children's and adult literature, film, environmental studies, history, philosophy, and biology. The focus is on contemporary discourses about children and childhood, and the means through which they are constructed. Of particular importance are the lived experiences of children as well as their knowledges and cultures.

In 2016-17, the course will focus in particular on children's and young people's cultural works. Some modules that may be explored in the course childhood, culture and innocence; children's play and folklore; children's material cultures; children's friendships; children's music; youth cultures in the Global South; children's literacies; new media and participatory cultures.

ASSIGNMENTS: Autoethnography – 10%; Mid-term test – 10%; Active Participation in tutorials and lecture (preparation, preparedness, attendance) – 10%; Short Seminar Presentation in Tutorial - 10%; Reading Journal and Commentary – 10%; Research Essay Outline and Annotated Bibliography – 10%; Research Essay (2500 words) – 20%; Final Exam – 20%.

REPRESENTATIVE READINGS: Bragg, Sarah and Mary Jane Kehily, *Children's and Young People's Cultural Worlds*; James & James, *Key Concepts in Childhood Studies*; Reynolds, Kimberly, *Children's Literature: A Very Short Introduction*. Various expressive texts, including literature, film, music, television, digital texts, etc. A course kit of selected readings from various disciplinary perspectives. (Subject to change)

COURSE DIRECTOR: C. Cowdy



RESERVED SPACES: All spaces reserved for Children's Studies Majors and Minors.
Course Credit Exclusion: AP/HUMA 2690 9.0 PRIOR TO FALL 2009: Course credit exclusion: AS/HUMA 2690 9.00.

AP/HUMA 3695 6.0 LISTENING TO CHILDREN: ETHICS & METHODOLOGY OF CHILD CENTRED STUDIES

NOTE: This is the third-year, required core course in the Children's Studies Program. To continue in and graduate from the Children's Studies Program, CHST majors require at least a "B" grade in this course.

All spaces reserved for Children's Studies Majors and Minors who have successfully completed AP/HUMA 1970 9.0 (before Summer 2014) or AP/HUMA 1970 6.0 (from Fall 2014 on), and AP/HUMA 2690 6.0, with at least a "B."

This course will explore modes and methodologies for child-centred research with a focus on ethical standards and guidelines that shape the field and sustain best practice for research with children. Students will learn and follow the ethics set forth by the Government of Canada Tri-Council Policy Statement on ethical conduct for research with humans (TCPS2). Students will be required to complete the York University Research Ethics Protocols for research with humans and will examine the review process for all research with children and youth.

Under the *UN Convention of Rights of the Child* (adopted 1989), young people under 18 are defined as a vulnerable population with special rights of provision, protection and participation. Therefore, realizing a child-centred approach is central to examining how children can be an integral part of the research process without being subjected to objectification and/or marginalization. This course will build concrete skills in research methodologies while providing a framework for conceiving and undertaking research with children from diverse populations. Drawing on case studies and research projects undertaken by students in the class, we will explore both creative and standard methodologies for unique research situations that recognize and support children's agency in the world of research. Not being bound by any one mode of research, this course will provide access to cultivating the necessary skills for successful research across the broad field of children's studies and beyond.

Coursework will include conceptualizing and building a research project, completing fieldwork and research tasks, research reports, ethics applications, presentations, discussions, listening, watching, reading, critical thinking and more. Most significantly, this course requires active participation by everyone in the class and a willingness to explore diverse frameworks for research design, implementation and analysis that are firmly grounded in ethical practice and standards for research with children.

COURSE GOALS:

- expand knowledge about research methodologies and ethics in the field of *Children's Studies*;
- learn and develop skills needed for fieldwork with children in diverse settings
- develop and realize a comprehensive research project with children
- understand the complexity of ethics that underscore all research with children and complete and successfully gain ethics approval for a research project
- identify goals for applying knowledge and understanding of research with children
- develop skills to review and critique ethical and methodological issues in case studies and reports.

ASSIGNMENTS: Research project proposal (15%); Ethics Review Package (15%); Research Report (15%); Research Presentation (10%); Class Assignments (25%); Learning Workshop (10%); Participation (10%).

REPRESENTATIVE READINGS:



Title: *Doing Research With Children: A Practical Guide*. 2013.

Author: Grieg, Taylor and MacKay

ISBN: 978-0-85702-885-3

Publisher: Sage Publications

Title: *The Ethics of Research with Children and Young People*. 2011.

Author: Alderson and Morrow

ISBN: 978-0857021373

Publisher: Sage Publications

Also available as an e-book.

The United Nations Convention on the Rights of the Child. <http://www.unicef.org/crc/>

COURSE DIRECTORS:

SECTION A (FALL TERM): A. Emberly

SECTION M (WINTER TERM): K. Chakraborty

RESERVED SPACES: All spaces reserved for *Children's Studies* Majors and Minors.

PRIOR TO FALL 2009: Course credit exclusion: AS/HUMA 3695 6.00.

AP/HUMA 4140 6.0 CHILDHOOD IN CANADIAN CULTURE

NOTE: This course can count as the 4000-level capstone course for CHST minors.

This course analyzes childhood as *represented and experienced in Canadian culture through time, across regions, and among cultural groups*. There are two primary aspects to the course: first, an exploration of the range of representations of children and childhood in Canadian expressive culture through different moments of history, throughout different regions, and among different cultural groups; and second, the relationship of these cultural constructs to the real-life experience of children at various times in different parts of, or groups within, Canada. The course will also focus on children's own culture (through their folklore, reminiscences of being a child, and similar documents of the voice of the child); on "child power" and its limitations; and on contemporary concerns about the role and status of children in Canada. The course utilizes several genres of "texts" (including fiction, poetry, life-writing, drama, and film) and multidisciplinary approaches (including the studies of literature, film, history, and ethnography).

RESERVED SPACES: All spaces reserved for Yr 03 & 04 *Children's Studies* Majors and Minors.

PRIOR TO FALL 2009: Course credit exclusions: AS/HUMA 4000B 6.00 (prior to Fall/Winter 2003-2004), AS/HUMA 4140 6.00.

AP/HUMA 4142 6.0A CONTEMPORARY CHILDREN'S CULTURE

NOTE: This is the fourth-year, required core course in the Children's Studies Program. To graduate from the Children's Studies Program, CHST majors are required to complete this course or AP/HUMA 4147 6.0. This course may count as the 4000-level capstone course for CHST minors.

All spaces reserved for Children's Studies Majors and Minors who have successfully completed AP/HUMA 1970 9.0 (before Summer 2014) or AP/HUMA 1970 6.0 (from Fall 2014 on), AP/HUMA 2690 6.0, and (for majors) AP/HUMA 3695 6.0, with at least a "B."

PRE-REQUISITE/CO-REQUISITE: AP/HUMA 3695 6.0: LISTENING TO CHILDREN

This course proceeds from an understanding of children as agents in and of culture. It argues that children are not mere receivers of culture, but active producers of it as well. Like all distinguishable human groups, children have cultural artifacts with which they identify collectively and by which they are identified by outsiders. These artifacts may be material, oral, behavioural and, increasingly, virtual or digital. Young



people manipulate these artifacts in response to a multiplicity of physical and social milieux to fulfill various needs and achieve desired ends. These artifacts comprise childhood culture as well as children's own culture.

Childhood culture is that which supports and reflects the social construction(s) of child and childhood amongst a given people at a particular time and place. Its persistence tends to rely predominantly upon adults and the media and institutions they control. Examples include rhymes and games adults play with infants, manufactured toys, children's literature, and traditional singing games taught in preschools and kindergartens.

Children's own culture is that which resonates with young people's sense of "childness" or state of being a child, again in particular sociocultural and historical-geographical contexts. Children inherit some of their own culture through oral tradition, as well as through observation and imitation of their older peers; some they appropriate from the world around and re-create or manipulate to their liking; while some they create themselves and share within whatever child-centred milieux and avenues are available to them. Taken together, childhood culture and children's own culture support childhood as a microcosm of the larger culture in which it exists. As such, children's culture at any given time or place serves as a worthy topic for serious study as a means to appreciate the nature, meanings and functions of children's "ways of being" and their "shared set of ideas," these being two of the most humanistic definitions of culture. Further, children's culture (by virtue of being typically more subversive and more creative than its "parent" culture) offers a particularly significant perspective on that larger culture and its potential trajectory into the future.

The course will address the nature, significance and relevance of children's culture today by exploring the qualities of children's own culture has typically exhibited whenever it has been documented worldwide. This is not to essentialize children or their culture – the content definitely varies, but the characteristics persist. The culture that children themselves have considered strong enough to be remembered and passed on for their own use is oral, interpersonal and interactive; shows an omnipresence of play; is active as well as secretive, displaying strong boundary maintenance; is superstitious, imaginative and primarily creative; values tradition and honours fairness and justice (especially retributive justice); displays imagination and creativity; has short generations; is subversive and serves as children's locus of control and a primary means for their development empowerment. We will consider contemporary children's culture in terms of these attributes that children themselves have value and that evidently have served them well. By so doing, we will analyze the ways and means by which contemporary culture of and for children does or does not work in their best interests. Further, we will explore contemporary social constructions of child and childhood and the agenda of child concern association with them as well as the childness of contemporary childhoods and its potential enduring impact on people's lives.

RESERVED SPACES: All spaces reserved for Yr 03 & 04 *Children's Studies* Majors and Minors.

PRIOR TO FALL 2009: Course credit exclusion: AS/HUMA 4142 6.00.

AP/HUMA 4145 6.0 A FANTASY AND CHILDREN'S CULTURE

NOTE: This course can count as the 4000-level capstone course for CHST minors.

This course explores the fantasy mode in childhood and children's culture made by and for them, including literature (poetry, picture books, and novels), film (live action and animated), toys, songs, and games (including video games). The course examines the concept of fantasy, investigating the role fantasy plays in the lives of children through the study of various genres of fantasy, including heroic and epic fantasy, talking animal fantasy, and time-travel fantasy. The roots of fantasy in Victorian and Edwardian fantasy, in Britain, the United States, and Europe, will be explored, as will the evolution of literature, film, and game fantasy from throughout the 20th and 21st centuries,



including contemporary manifestations of fantasy in children's and young people's culture.

This course develops students' familiarity with the key features of modern fantasy as displayed in children's literature and culture. Modern fantasy refers to the body of literature in which the events, the settings, or the characters are outside the bounds of possibility. For critics Kathy Short and Carol Lynch-Brown, a fantasy is a story that cannot happen in the real world, and for this reason this genre has been called "the literature of the fanciful impossible." Although events in such literature could not happen in real life, modern fantasies often contain truths that help the reader understand today's world. The power of fantasy for many readers (child and adult) is that the fantastical world represents a safe place to explore an alternative world as a metaphor for life in their own world.

In its survey of modes of modern fantasy, this course will read animal fantasies (*Charlotte's Web*), quest stories (*Treasure Island*, *The Wonderful Wizard of Oz*), fantastical stories that feature unusual characters or strange situations (*Alice's Adventures in Wonderland*, *Charlie and the Chocolate Factory*), as well as texts that are iconic of high fantasy (*The Hobbit*).

Science fiction is growing in popularity among children and adolescents. Science fiction is a form of imaginative literature that provides a picture of something that could happen based on scientific facts or principles. Madeleine L'Engle's *A Wrinkle in Time* and Suzanne Collins' first novel in *The Hunger Games* trilogy will allow us to explore this aspect of fantasy.

Fantasy also includes supernatural elements, such as magic, witches, wizards, vampires that some adults connect to the occult, and so has frequently been censored. The Harry Potter series was on the American Library Association's Most Frequently Challenged Children's Books list for several years due to the wizardry and magic explored in the books. We will explore some Gothic children's texts and their visual adaptations (*Coraline* and *The Graveyard Book*) to discuss the appeal of such "dark" fantastical topics for child readers.

This course will give us the opportunity to discuss a growing trend, the cycle format or series format in relation to modern fantasy, the purpose of this trend in relation to the Harry Potter books and the culture that grows out of these books, not to mention Lewis' Narnia books and Suzanne Collins's *Hunger Games* trilogy.

In this course, students will learn to observe, understand, and evaluate how modern fantasy texts work and how they intersect with children's culture. What is going on in these texts? Why are they so important to children? How and why have they been incorporated into children's culture? Through the study of the theoretical language of fantasy and through the preparation of their own essays, students will learn to read and write effectively, to develop persuasive arguments appropriate to their discipline (CHST), to conduct research and present the results both orally and in writing, and to cite their sources correctly according to the prevailing style guide (MLA). Finally, the course will equip students to demonstrate their understanding of the activity and sweep of fantasy in their own time and in children's culture.

LEARNING OBJECTIVES:

- Acquisition of the vocabulary for the critical analysis of many different modes of fantasy.
- Development of academic thinking, writing, and research skills through the preparation of a major research essay.
- Development of critical and analytical reading skills appropriate for the study of children's culture and the humanities.
- Improved ability to think critically about form, theme, and context.



- Development of academic speaking / listening skills through seminar participation and presentations, which encourage students to share their ideas and engage in discussions with peers.

ASSIGNMENTS:

Attendance and Participation - 15%

Online Discussion about Readings - 10%

Two Class Presentations in Pairs about Readings (2 X 10%) - 20%

Mid-Term Test (in class) - 10%

Children's Culture Analytical Essay - 15%

Outline and Annotated Bibliography - 10%

Comparative Research Essay - 20%

REQUIRED COURSE TEXTS:

Please purchase editions of the following texts from the University Bookstore in York Lanes:

Barrie, J. M. *Peter Pan*. Bantam.

Baum, L. Frank. *The Wonderful Wizard of Oz*. Signet.

Adler, Bill, ed. *Kids' Letters to Harry Potter from Around the World*. Running Press.

Carroll, Lewis. *Alice's Adventures in Wonderland and Through the Looking Glass*. Oxford.

Collins, Suzanne. *The Hunger Games*. Scholastic.

Dahl, Roald. *Charlie and the Chocolate Factory*. Penguin.

Gaiman, Neil. *Coraline*. Harper Perennial.

L'Engle, Madeleine. *A Wrinkle in Time*. Square Fish.

Lewis, C. S. *The Lion, The Witch and The Wardrobe*. HarperTrophy.

Nesbitt, E. *The Enchanted Castle*. Puffin.

Oppel, Kenneth. *Silverwing*. HarperCollins.

Philip Pullman. *The Golden Compass*. Yearling.

Rowling, J. K. *Harry Potter and the Prisoner of Azkaban*. Raincoast.

Russell, P. Craig. *Coraline*. Harper Trophy.

Stevenson, R. L. *Treasure Island*. Oxford.

Tolkien, J. R. R. *The Hobbit*. HarperCollins.

White, E. B. *Charlotte's Web*. HarperTrophy.

REQUIRED FILMS:

Note: In addition to the readings you will also be required to view clips from the following films in seminar. If you miss the screening of these clips, the films may be borrowed from York's Sound and Moving Image Library (located in Scott Library).

Snow White and the Seven Dwarfs (Disney, 1937)

Snow White: A Tale of Terror (Cohn, 1997)

The Wizard of Oz (Fleming, 1939)

Muppet Treasure Island (Henson, 1996)

Harry Potter and the Prisoner of Azkaban (Cuaron, 2004)

Charlie and the Chocolate Factory (Burton, 2005)

Alice in Wonderland (Burton, 2010)

Peter Pan (Disney, 1953)

Coraline (Selick, 2009)

Students are also responsible for assigned short readings and other critical materials, which will be made available through the course Moodle site or are on reserve in the library.

COURSE DIRECTOR:

A. Halsall (SECTION A)

RESERVED SPACES: All spaces reserved for Yr 03 & 04 Children's Studies Majors



and Minors.

PRIOR TO FALL 2009: Course credit exclusion: AS/HUMA 4145 6.0

AP/HUMA 4147 6.0A INTERNATIONAL FIELD STUDY: CHILDREN'S CULTURE IN CONTEXT

NOTE: This can count as the fourth-year, required core course in the Children's Studies Program. To graduate from the Children's Studies Program, CHST majors are required to complete this course or AP/HUMA 4142 6.0.

This course may count as the 4000-level capstone course for CHST minors.

LEARNING OBJECTIVES:

Students in this course have the opportunity to participate in the "field as the classroom" in order to examine the key concepts, methodologies, and theoretical approaches that frame the interdisciplinary, rights-based and child-centred field of Children's Studies. The course will include reviewing, evaluating and analyzing theories surrounding universalisms and children's rights, post-colonial theories on race and positionality, and cultural relativism. Through participation in community development and engagement students will enact participatory rapid rural appraisal (PRRA) and applied, action research models in international locations. Students will reflect on the lived experiences of children through a post-colonial lens that supports sustaining links between community and academia.

The goals of this course are for students to:

- 1) Develop an understanding of the study of children and childhood in its relation to international communities;
- 2) Expand knowledge about children's personal, community and global identities;
- 3) Identify one's own goals of applying knowledge and understanding to the study of children and childhood throughout different regions of the world.

COURSE OUTCOMES:

- Provides global experiences for York University students
- Student engagement through experiential learning
- Student collaboration between York University and global communities
- Internationalization with a focus on equity and social justice
- International learning to foster and enhance cultural understandings and dialogue
- Innovative field learning modules including "the field as classroom"
- Applied theoretical knowledge through lived experience

STUDENT EVALUATION:

Students will be evaluated on the following criteria:

25% - Participation

25% - Pre-departure analysis essay

25% - Weekly fieldnotes, reflections

25% - Final research paper



List "A" – Approved Children's Studies Courses

NOTE: All courses in List "A" are approved as Children's Studies courses: they automatically count towards the major and minor requirements.

Dance - Fine Arts: 301 Accolade East, 416-736-5137, dance@yorku.ca

FA/DANC 4376 3.0A Dance and the Child II

Provides theories, tools and applications for teaching dance to children (ages seven-12). Three hours lecture/studio, two hours practicum.

Prerequisites: FA/DANC 2206 2.25, FA/DANC 2216 2.25, or permission of the department.

English: 208 Stong College, 416-736-5166, lapsengl@yorku.ca

AP/EN 3171 3.0A Coming of Age in Fiction

This course examines the sub-genre of prose fiction known as the Bildungsroman or novel of maturation and the variety of forms and approaches evident in examples from the 19th and 20th centuries.

Course credit exclusion: AP/EN 2301 3.00 (prior to Fall 2011). PRIOR TO FALL 2009: Course credit exclusion: AS/EN 2220 3.00.

AP/EN 3173 3.0A Children's Literature, 1590-1900

This course is a historical study of children's literature written between 1590 and 1900. It explores possible ways of reading that literature, taking into account such issues as its cultural context and its audience.

Course credit exclusion: AP/EN 2303 3.00 (prior to Fall 2011). PRIOR TO FALL 2009: Course credit exclusions: AK/EN/HUMA 3840 6.00, AS/EN 2251 3.00.

AP/EN 3174 3.0A 20th Century Children's Literature

This course is a historical study of children's literature written in the 20th century. It explores possible ways of reading that literature, taking into account such issues as its cultural context and its audience.

Course credit exclusions: GL/EN 3590 6.00, AP/EN 2304 3.00 (prior to Fall 2011). PRIOR TO FALL 2009: Course credit exclusions: AS/EN 2250 3.00, AK/EN/HUMA 3840 6.00, GL/EN 3590 6.00.

English – Glendon: York Hall C216; Telephone: 416-7362100 ext.88160
english@glendon.yorku.ca

GL/EN 3636 3.0A (previously GL/EN 3590) 6.0A Children's Literature

The course will consider what constitutes children's literature, what distinguishes it from adult literature, and how the adult writer views the child's world, as demonstrated in the themes, characterization and styles of the works studied. Course credit exclusions:

AP/EN 3840 6.00, GL/EN 4290 6.00 and GL/EN 3590 6.00.

Geography: N430 Ross, 416-736-5107, lapsgeog@yorku.ca

AP/GEOG 4700 3.0A Critical Geographies of Education



This course explores the complex interactions between education, space and civil society. Particular emphasis is placed on the effects of policy restructuring on the geographies of educational landscapes. Theoretical and empirical studies are used to explore, analyze and critically engage in current debates.

Prerequisite: 72 credits successfully completed including one of AP/GEOG 1410 6.0, AP/GEOG 1000 6.0 or written permission of the course director.

Course credit exclusions: None. PRIOR TO FALL 2009: Course credit exclusion: AS/GEOG 4700 3.00.

History: 2140 Vari Hall, 416-736-5123, lapshist@yorku.ca

AP/HIST 1080 6.0A Growing Up in North America

This course examines what it meant to be young in different times and places in the United States and Canada, and explores the interplay of cultural and material circumstances that shaped ideas about childhood and children's actual lives.

Course credit exclusions: None. PRIOR TO FALL 2009: Course credit exclusion: AS/HIST 1080 6.00.

AP/HIST 4051 6.0A Family, Work, and Community: Canadian Society in 19th and 20th Centuries

This course explores major themes in the formation of Canadian society through a critical examination of issues and debates aired in recent historical scholarship. Three periods pre-industrial, industrial and post-Second World War provide a temporal framework for analyzing recurrent issues. This course is restricted to History, Canadian Studies, *Children's Studies*, Gender and Women's Studies, Social & Political Thought and Work & Labour Studies Honours majors and minors who have successfully completed at least 84 credits.

Prerequisites: AP/HIST 1050 6.00 or AP/HIST 1080 6.00 or AP/HIST 2500 6.00 or AP/CDNS 2200 6.00 or AP/HUMA 2600 9.00 or AP/HUMA 2690 6.00 or AP/SOSC 2210 9.00 or AP/GWST 2500 6.00 (or AP/WMST 2500 6.00 prior to Fall 2013) and AP/HIST 3531 6.00 or AP/HIST 3533 6.00 or AP/HIST 3535 6.00 or AP/HIST 3546 6.00 or AP/HIST 3555 6.00 or AP/HIST 3580 6.00 or AP/HIST 3581 6.00 or AP/HIST 3582 6.00 or AP/HIST 3591 6.00 or AP/CDNS 3685 6.00 or AP/SOSC 3130 6.00 or AP/SOSC 3210 6.00 or AP/GWST 3504 6.00 (or AP/WMST 3504 6.00 prior to Fall 2013) or AP/GWST 3508 6.00 (or AP/WMST 3508 6.00 prior to Fall 2013) or AP/GWST 3509 6.00 (or AP/WMST 3509 6.00 prior to Fall 2013) or AP/GWST 3511 3.00 (or AP/WMST 3511 3.00 prior to Fall 2013) or AP/GWST 3525 6.00 (or AP/WMST 3525 6.00 prior to Fall 2013) or AP/GWST 3544 3.00 (or AP/WMST 3544 3.00 prior to Fall 2013) or AP/GWST 3553 3.00 (or AP/WMST 3553 3.00 (prior to Fall 2013) or departmental permission.

Course credit exclusions: None. PRIOR TO FALL 2009: Course credit exclusions: AS/HIST 4050C 6.00 (prior to Fall/Winter 2003-2004), AS/HIST 4051 6.00.

Human Rights & Equity Studies: 302 Atkinson College, 416-736-5235, deqs@yorku.ca

AP/HREQ 1910 6.0A/M (AP/SOSC 1910 6.0) The Global South, Human Rights, and Development

An examination of the historical relationship among human rights, economic equity, and the idea of development in the global south; attempts of selected countries to alleviate poverty through various development strategies. This will entail a survey of socio-economic structures, and legal-political institutions in the global south, and an analysis



of the relationship between the global south and the global north. Note: This course has been approved in the *Faculty of Liberal Arts & Professional Studies* for general education credit. This course will not count for major credit in HREQ.

Course credit exclusion: AP/SOSC 1430 9.00. PRIOR TO FALL 2009: Course credit exclusions: AK/SOSC 1910 6.00, AS/SOSC 1430 9.00.

AP/HREQ 3964 3.0M Equity and Human Rights in Schooling

Issues of inequality and equity in education are examined from a critical human rights perspective. Exposes students to literature linking educational rights to human rights. Comparative perspectives are incorporated. Efforts to achieve equity in education are examined.

Course credit exclusions: None.

PRIOR TO FALL 2009: Course credit exclusion: AK/HREQ 3964 3.00.

Humanities: 262 Vanier College, 416-736-5158, lapshuma@yorku.ca

AP/HUMA 2680 6.0A Early Times: Literature and the Imagination of the Child

This course provides a historical survey of texts for children, mainly literary but including also films and picture books. In particular it explores the emergence of the various genres (e.g. poetry, fantasy stories, domestic novels, tales of adventure, animal stories and problem narratives) and traces their development from their origins, generally in the Victorian period, through to our own times. The growth of children's film is also considered, and critical and educational issues connected with all these texts are examined and discussed.

REPRESENTATIVE READINGS:

Northrop Frye, The Educated Imagination; Grimm's Fairy Tales; Robert Munsch, The Paper Bag Princess; Bruno Bettelheim, The Uses of Enchantment; J.R.R. Tolkien, The Hobbit; Lewis Carroll, Alice's Adventures in Wonderland; Ursula Leguin, A Wizard of Earthsea; J.K. Rowling, Harry Potter and the Philosopher's Stone; Dennis Lee, Selected Poems; Rudyard Kipling, The Jungle Book; E.B. White, Charlotte's Web; R.L. Stevenson, Treasure Island; Jane Yolen, The Devil's Arithmetic; Roald Dahl, Matilda; Melvin Burgess, Junk; Beatrice Culleton, April Raintree. (subject to change)

RESERVED SPACES: Some spaces reserved for Humanities Majors and Minors.

PRIOR TO FALL 2009: Course credit exclusions: AK/EN 3820 6.00, AS/HUMA 2680 9.00.

AP/HUMA 3103 6.0A Childhood and Children in the Ancient Mediterranean

The course will examine childhood experience and the social construction of childhood in the ancient Mediterranean from the Bronze Age down to the end of classical antiquity.

RESERVED SPACES: Some spaces reserved for Humanities, Children Studies and Classical Studies Majors and Minors.

AP/HUMA 3691 3.0A Picture Books in Children's Culture

The genre of picture books, the only genre unique to Children's Literature, provides a complex site for theories of narratology, simultaneously invoking differing codes of meaning-making from literary, visual, and performative arts. Students will read critical sources about narratology, literary theory, and picture book theory in conjunction with a variety of picture books that expose them to the historical development of the genre. They will study a diverse representation of genres of picture books, including fiction, non-fiction, verse, wordless picture books, postmodern picture books, and other illustrated texts such as comic books, manga, and graphic novels. Course participants will explore together how pictures mean, how text means, and how pictures and words inform, animate, and unsettle each other in the art and performance of the picture book.



Attention will be paid both to sites of production and reception in the readings, class discussions, and written assignments in this course on the semiotics of picture books.

REPRESENTATIVE READINGS:

Amulet, Kazu Kibuishi; *Children's Picturebooks: The Art of Visual Storytelling*, Martin Salisbury and Morag Styles; *The Freddie Stories*, Lynda Barry. Harvey, Hervé Bouchard and Janice Nadeau; Shaun Tan, *Lost & Found*; Mariko and Jillian Tamaki, *Skim*; Geneviève Castrée, *Susceptible*; *The Twentieth Century Children's Book Treasury*, Janet Schulman; *Wonderstruck*, Brian Selznick; *Words About Pictures: The Narrative Art of Children's Picture Books*, Perry Nodelman; (Subject to Change).

ASSIGNMENTS:

Participation (including visit to Lillian Smith library) -- 10%; In-class and online quizzes -- 10%; Seminar Presentation -- 20%; Position papers (4) - 20%; Research Essay Outline and Annotated Bibliography -- 10%; Research Essay - 30%. (Subject to change).

COURSE DIRECTOR: L. Wiseman

RESERVED SPACES: Some spaces reserved for Humanities & Children's Studies Majors and Minors.

AP/HUMA 3692 6.0A Representation of Children's Alterity

"Alterity" is the state of being "different." People in positions of power have historically enjoyed the privilege of defining themselves as "the norm" (the "Self") and others unlike them as their opposites and as less human (the "Other"). Many theoretical perspectives on alterity are based on binary oppositions: The "Self" is central; the "Other" is marginalized. The "Self" is powerful; the "Other" is disempowered. The "Self" is superior; the "Other" is inferior. The "Self" is human; the "Other" is subhuman. Of course, as Michel Foucault argues, this does not mean that the "Other" is necessarily and completely without power, for "Wherever there is power, there is resistance." In some ways, all children and youth, because of their lack of power in relation to adults, are represented as the "Other." However, some children and youth are clearly more marginalized than others—including by other children and youth. This course analyzes ideological implications of representations (and lack of representations) of children's and youths' alterity in a variety of texts, including picture books, graphic novels, novels, life writing, documentary and fiction films, photographs, visual art, advertising, and non-fiction. It explores representations of children's and youths' alterity in terms of gender, sexuality, race, class, physical and mental (dis)abilities, religion, nation, and the difference between being human and being animal, cyborg, vampire, or alien. The course considers vital issues raised by such representations of children's alterity and analyzes the role of stereotypes in representation by examining the production and interpretation of texts for children and adults. It also, however, attends to the potential resistance and subversions of the represented "Other" through self-representations, "writing back," recuperation, and subversive reception of texts.

RESERVED SPACES: Spaces reserved for Children Studies Majors and Minors.

AP/HUMA 3693 3.0 The Rainbow List: GLBTQ Literature and Culture for Children and Youth

While "queer fiction for children and young adults remains, like queer theory, a contentious and confused area for many" (Kerry Mallan), it is also true that representations of GLTBQ children and youth have become ubiquitous in the twenty-first century, both in mainstream television programs such as *Glee*, and in online projects including the "It Gets Better" and "Make It Better" Campaigns. GLBTQ themes and issues are now frequently incorporated into literary narratives, while organizations such as the "Rainbow Project" actively seek to evaluate and promote "significant and authentic" GLBTQ content ("Rainbow Book List").

Students in this course will read critical sources that explore the specific relationship between children, child sexuality and queerness in queer theory, psychoanalysis, literary criticism and cultural studies. Scholarly sources will provide contexts for



analyzing representations of GLTBQ-questioning children and youth in literature, film, television, digital media, music, etc. Literary texts may include picture books, chapter books, YA (young adult) fiction, poetry, graphic novels, comic books, etc. produced by and for children and youth. Students will be exposed to the historical development of diverse forms of cultural expression that depict gay, lesbian, bisexual, trans-gendered and queer-questioning (GLBTQ) experiences of young people from birth to age 18.

ASSIGNMENTS: Participation (preparation, preparedness, attendance) -- 10%; In-class reflection papers – 10%; Seminar Presentation – 20%; Position papers (2) - 20%; Research Essay Outline and Annotated Bibliography – 10%; Research Essay - 30%. (Subject to change).

REPRESENTATIVE READINGS (Subject to change): Primary Texts may include: Agell, Charlotte. *The Accidental Adventures of India McAllister*, 2010; Brown, Rita Mae. *Rubyfruit Jungle*. (1973); Considine, Kaitlyn. *Meesha My Boy: A Two Mom Story*. Illustrated by Binny Hobbs, 2005; **Cruse, Howard. *Stuck Rubber Baby*. DC Comics, 2010.** Kemp, Gene. *The Turbulent Term of Tyke Tiler* (1977); Selvadurai, Shyam. *Swimming in the Moonsoon Sea*. 2005. A selection of texts from current year's Rainbow List; for example: Beam, Cris. *I Am J*. 2011; Myracle, Lauren. *Shine*, 2011; Jennings, Jazz. *I Am Jazz*. Smith, Andrew. *Grasshopper Jungle*. Rowell, Rainbow. *Carry On*. Wright, Bill. *Putting Makeup on the Fat Boy*, 2011. Online projects for GLBTQ children and youth such as the "It Gets Better" and "Make It Better" Campaigns. Films (i.e. *Ginger Snaps*, *Boys Don't Cry*, *OUT! Stories of Lesbian And Gay Youth*) and television programs (i.e. *Buffy the Vampire Slayer*, *Glee*, *I Am Jazz*). Secondary Texts: Abate, Michelle Ann. *Over the Rainbow: Queer children's and young adult literature*, 2011; Bruhm, Stephen, and Natasha Hurley. *Curiouser: On the Queerness of Children*, U. of Minnesota P., 2004.

COURSE DIRECTOR: C. Cowdy

RESERVED SPACES: Some spaces reserved for Humanities & Children's Studies Majors and Minors.

AP/HUMA 3697 3.0M Writing by Children and Youth

Analyzes various types of writing by children and youth rather than what is usually (and problematically) understood by "children's literature"--writing by adults for children. Can adults access "authentic" children's writing? Can such writing be considered literature? If so, what can literature written by children tell us about children and about literature?

COURSE DIRECTOR: TBA

RESERVED SPACES: Some spaces reserved for Humanities & Children's Studies Majors and Minors.

AP/HUMA 3698 3.0A Canadian Children's Health and Quality of Life: A Rights-Based Perspective

This course provides a critical analysis of children's health in the broadest of conceptualizations. Students will explore multiple influences on children's health, as impacted upon by contemporary culture and children's culture. The ethos of this course is the respect of children and youth as human beings, and the United Nations Convention on the Rights of The Child (UNCRC) is viewed as the most important social determinant of health for children. Concepts including health, quality of life, social determinants of health, ageism, human rights and citizenship underpin all course conversations. Areas of inquiry include but are not limited to: advocacy, children's rights to health, health care and within health care institutions/settings, consent and capacity, autonomy, paternalism, racism, ageism, youth-centred care, violence/abuse, mental health, body image/sizeism, sexuality, identity, gender roles, homelessness, education, marginalization as violence, indigenous children and youth movements.

REPRESENTATIVE READINGS:



1. AP/HUMA 3698 2012 Syllabus (Available for download from course moodle site); 2. Covell, K. & Howe, B. (2007). *A Question of Commitment: Children's Rights in Canada*. Waterloo: WLU Press. ISBN 978-55458-003-3; 3. Andreychuk, R. & Fraser, J. (2007). *Children: The Silenced Citizens. Effective Implementation of Canada's International Obligations with Respect to The Rights of Children*. Final Report of the Standing Senate Committee on Human Rights. 4. The Centres of Excellence for Children's Wellbeing:
http://www.phac-aspc.gc.ca/dca-dea/allchildren_touslesenfants/centres_main-eng.php
RESERVED SPACES: Spaces reserved for *Children's Studies* Majors and Minors.

AP/HUMA 3699 3.0A (FALL) CHILDHOOD, CULTURE, AND MUSICAL ARTS

This course examines the role of musical arts in the lives of children and young people in global contexts. Students will engage in an in-depth examination of musical arts in its broadest sense from culturally specific examples around the world. Through reading, listening, watching, engaging, performing, and analysis, students in this course will have the opportunity to critically examine how culture, music, and childhood are integrated in the musical lives of children and young people and the impact this has both locally and globally. Students will have the opportunity to engage with current research in the fields of ethnomusicology, childhood studies, humanities, and beyond to explore why music is integral to children's lives and how the arts contribute to wellbeing indicators. This course will also explore the intrinsic relationship between music and wellbeing as a means to support the welfare of children and young people.

The objectives of this course are for students to:

- Develop an understanding of the study of musical arts in the lives of children and young people in relation to culture, context, and community;
- Expand knowledge about children's musical learning, musical arts engagement, and the impact this has on wellbeing;
- Examine the role of music in children's lives and the potentials this has for contributing to our greater understanding of children's culture.

Students will:

- Examine the role of musical arts in children's lives in a global context including contextually specific research and case studies;
- Explore the idea of musical arts in its most broadest sense (including the integration of dance, poetry, storytelling, singing, and instrument playing);
- Engage with relevant theories that are determined by the context of the specific case studies that will provide further insight into children's musical cultures and issues of wellbeing;
- Engage in learning that includes listening, engaging, and watching musical performances both in-person and pre-recorded;
- Identify and debate issues related to the study of musical arts and explore the impact of culturally specific material to children's musical cultures in each context (i.e. methods for musical learning, music composed for children, music composed by children, the constellation of musical arts and how music is taught in specific cultural contexts);
- Identify limitations of research on music and childhood in different contexts and outline the Western construct of music that dominates the ways in which we think about music in children's lives;
- Examine the intersections between wellbeing and musical arts in children's lives;
- Identify related contexts that may provide further insight into the study of children's music;



- Apply knowledge from core courses in Children's Studies to the study of children's musical cultures in specific contexts.

ASSIGNMENTS: In-class assignments (20%); Research assignment (20%); Final exam (20%); Class participation (10%); Listening workshop (15%); Learning workshop (15%).

REQUIRED TEXT: Campbell & Wiggins (2013). *The Oxford Handbook of Children's Musical Cultures*. Oxford.

COURSE DIRECTOR: A. Emberly

RESERVED SPACES: Some spaces reserved for Humanities & Children's Studies Majors and Minors. Prerequisites: AP/HUMA 1970 6.00, AP/HUMA 2690 6.00.

AP/HUMA 4141 6.0 (INTR) Children, Youth, & Digital Culture

NOTE: This is an online course

Investigates how children and youth use digital technologies and new media both as "extensions" of individual identities and facilitators of "youth culture." Texting, sexting, tweeting, learning, playing, protesting, creating-how are youth making meaning of the world through digital youth cultures? What are children and youth doing in a digital world and what are the implications of this for everyone?

RESERVED SPACES: All spaces reserved for Yr 03 & 04 *Children's Studies* Majors and Minors.

AP/HUMA 4144 3.0A (AP/CDNS 4144 3.00, AP/MIST 4144 3.00) Indigenous Knowledge and Children's Literature in North America

Analyzes and examines Children's Literature and Indigenous Knowledge in North America, focusing on the similarities among diverse traditions of contemporary Indigenous Children's writers in both Canada and in the United States. Explores the many and the varied interpretations of the Indigenous Children and their historical experiences, residential schools, definitions of cultures, childhood self-determination and the meaning and implication of "Indian" identities and their representations in communities and in cities. Issues include on growing up Indigenous, including the experiences of Indigenous Children in Residential, Boarding and Day schools in North America. N. Scott Momaday, Louise Erdrich, Lise Erdrich, Thomas King, Tomson Highway, Edward Benton-Banai, among others, will be the focus.

REPRESENTATIVE READINGS:

Edward Benton-Banai, *The Mishomis Book: The Voice of the Ojibway*, Hayward, Wisconsin, Red School House, 1988, pb.; Lise Erdrich, *Bears make Rock Soup, and other stories*, San Francisco: Children's Book Press, 2002, ISBN #0-89239-172-3, pb; Louise Erdrich, *The Birchbark House*, New York: Hyperion Books for Children, 1999, pb. ISBN 078680300-2, pb.; Louise Erdrich, *The Blue Jay's Dance, A Birth Year*, New York: HarperPerennial, 1995, pb. ISBN 0-06-09201-1, pb. Tomson Highway, *Fox on the Ice*, Toronto: HarperCollins Publishers Limited, 2003, ISBN # 0-00-225532-4, pb. Thomas King, *The Truth About Stories, A Native Narrative*, Toronto: House of Anansi Press, Inc., 2003, pb. ISBN 0-88784-696-3 Thomas King, *A Coyote Columbus Story*, Toronto: House of Anansi Press, 1992, ISBN #13: 978-0-88899-830-9, pb.. N. Scott Momaday, *The Names, A Memoir*, Tucson: University of Arizona Press, 1976, pb. Recommended (including other information available on-Reserve in the Scott Library) Readings: Olive Patricia Dickason, with David T. McNab, *Canada's First Nations, A History of Founding Peoples from Earliest Times*, Fourth Edition, Toronto: Oxford University Press, 2009, pb. John S. Milloy, *A National Crime, The Canadian Government and the Residential School System, 1879-1986*, Winnipeg: University of Manitoba Press, 1999, ISBN 0-88755-166-1, pb.

RESERVED SPACES: All spaces reserved for Yr 04 Humanities, Canadian Studies, *Children's Studies* and MIST Majors and Minors.



Kinesiology & Health Science: 341 Norman Bethune College, 416-736-5807, ugkhs@yorku.ca

HH/KINE 3340 3.0A/M Growth, Maturation and Physical Activity

The major purpose of this course is to examine and discuss the literature and research studies in those aspects of physical growth and development that directly concern educators. Individual differences in growth and development are stressed throughout. Three lecture hours per week. One term.

Course credit exclusions: AS/SC/PHED 3340 3.00 (prior to Fall/Winter 1996-1997).

HH/KINE 3480 3.0A Outdoor and Experiential Education

This course introduces fundamental principles and practices of outdoor and experiential education. Current theories, issues, trends and practices are discussed and the objectives of a range of outdoor programs are considered. Three lecture hours per week. One term.

Course credit exclusions: AS/SC/PHED 3480 3.00 (prior to Fall/Winter 1996-1997).

HH/KINE 4560 3.0A/M Physical Activity and Children: Pedagogy

This course examines teaching methods available for people working in a physical activity setting with children. Emphasis is placed on the core program components of dance, games and gymnastics. Curriculum and lesson planning for school based physical education is included. Two lecture hours and two laboratory hours per week. One term.

Prerequisite: HH/KINE 1020 6.00 and HH/KINE 3000 3.00.

Course credit exclusions: None. Note: This course does not count for science credit.

Linguistics: S561 Ross, 416-736-5016, www.yorku.ca/laps/dlll

AP/LING 3210 3.0M First Language Acquisition

Provides an introduction to children's acquisition of linguistic knowledge, including lexical, morphological, phonological, syntactic, and pragmatic development, and familiarizes students with fundamental issues in current theoretical models of language acquisition.

Prerequisite: AP/LING 1000 6.00 or AP/LING 3220 3.00.

Course credit exclusions: None. PRIOR TO FALL 2009: Prerequisite: AS/LING 1000 6.00 or AS/LING 3220 3.00. Course credit exclusion: AS/LING 3210 3.00.

Multicultural and Indigenous Studies: 302 Atkinson Building, 416-736-52-35, www.yorku.ca/laps/des/mist

AP/MIST 4010 3.0 Childhood in Society

The course examines childhood as a social construct and the concept of children as social actors. Topics include the child and ethnicity, the child and schooling and the child in families of different classes and regions, socialization and the self.

Course credit exclusions: AP/MIST 4010 6.00, AP/REI 4010 3.00 (prior to Fall 2013), AP/REI 4010 6.00 (prior to Fall 2013), AP/SOCI 4660 3.00.



PRIOR TO FALL 2009: Course credit exclusions: AK/SOCI 4010 3.00, AK/SOCI 4010 6.00, AS/SOCI 4660 3.00.

Psychology: 101 Behavioural Sciences Building, 416-736-5117,
www.yorku.ca/health/psyc

HH/PSYC 2110 3.0A/M Developmental Psychology

This course considers physical, intellectual, emotional and social development from birth through adolescence and the impact of the interaction of these various aspects of development upon the individual as a whole.

Prerequisite: AK/AS/HH/SC/PSYC 1010 6.00 or AK/HH/PSYC 2410 6.00, with a minimum grade of C.

Course credit exclusions: AK/HH/PSYC 3240 3.00, GL/PSYC 3300 3.00.

HH/PSYC 3500 3.0A Development in Adolescence

This course involves the scientific study of changes in affective, social and cognitive development during the second decade of life. Focus is on fundamental developmental changes, the contexts in which development occurs and the central psychosocial issues of adolescence.

Prerequisites: AK/AS/HH/SC/PSYC 1010 6.00 or AK/HH/PSYC 2410 6.00, with a minimum grade of C; AK/AS/HH/SC/PSYC 2110 3.00 or AK/HH/PSYC 3240 3.00.

Course credit exclusion: None.

HH/PSYC 3520 3.0A Infancy

This course involves the scientific study of changes in motor development, perception, and social and physical cognition that occur during the first two years of life. Focus is on the nature and determination of these changes and on theoretical and methodological advances.

Prerequisites: AK/AS/HH/SC/PSYC 1010 6.00 or AK/HH/PSYC 2410 6.00, with a minimum grade of C; AK/AS/HH/SC/PSYC 2110 3.00 or AK/HH/PSYC 3240 3.00.

Course credit exclusion: None.

HH/PSYC 3630 3.0A The Psychology of the Family

A study of the family unit, drawing on findings and concepts from the areas of developmental, clinical and social psychology. Research on the social psychology and psychodynamics of the family group is considered.

Prerequisite: AK/AS/HH/SC/PSYC 1010 6.00 or AK/HH/PSYC 2410 6.00, with a minimum grade of C.

Course credit exclusion: AK/PSYC 3700J 3.00 (prior to Summer 2002). Note: This course does not count for science credit.

HH/PSYC 4010 3.0M Seminar in Developmental Psychology

Some major modern theories of child development are compared and their corresponding data and methodologies are analyzed. **Prerequisites:**

AK/AS/HH/SC/PSYC 1010 6.00 or AK/HH/PSYC 2410 6.00, with a minimum grade of C; AK/AS/HH/SC/PSYC 2030 3.00 or AK/HH/PSYC 2530 3.00; one of AK/AS/HH/SC/PSYC 2021 3.00, AK/AS/HH/SC/PSYC 2020 6.00, AK/HH/PSYC 2510 3.00; AK/AS/HH/SC/PSYC 2110 3.00 or AK/HH/PSYC 3240 3.00.

Course credit exclusions: AK/AS/HH/SC/PSYC 4010 6.00, AK/PSYC 4140 3.00 (prior to Summer 2002), GL/PSYC 4510 3.00.

HH/PSYC 4010 6.0A Seminar in Developmental Psychology

Some major modern theories of child development are compared and their corresponding data and methodologies are analyzed. **Prerequisites:**

AK/AS/HH/SC/PSYC 1010 6.00 or AK/HH/PSYC 2410 6.00, with a minimum grade of C; AK/AS/HH/SC/PSYC 2030 3.00 or AK/HH/PSYC 2530 3.00; one of



AK/AS/HH/SC/PSYC 2021 3.00, AK/AS/HH/SC/PSYC 2020 6.00, AK/HH/PSYC 2510 3.00; AK/AS/HH/SC/PSYC 2110 3.00 or AK/HH/PSYC 3240 3.00.

Course credit exclusions: AK/AS/HH/SC/PSYC 4010 3.00, AK/PSYC 4140 3.00 (prior to Summer 2002), GL/PSYC 4510 3.00.

HH/PSYC 4460 6.0A Atypical Development

An examination of psychological problems and disorders of childhood and adolescence including an extensive exploration of their nature, causes, and treatment based on current research. Developmental risks and protective factors will be considered.

Students are also required to complete a volunteer (unpaid) placement in children's settings, such as schools and childhood agencies.

Prerequisites: AK/AS/HH/SC/PSYC 1010 6.00 or AK/HH/PSYC 2410 6.00, with a minimum grade of C; AK/AS/HH/SC/PSYC 2030 3.00 or AK/HH/PSYC 2530 3.00; one of AK/AS/HH/SC/PSYC 2021 3.00, AK/AS/HH/SC/PSYC 2020 6.00, AK/HH/PSYC 2510 3.00; AK/AS/HH/SC/PSYC 2110 3.00 or AK/HH/PSYC 3240 3.00.

Course credit exclusion: GL/PSYC 3510 3.00.

Psychology – Glendon: 125 York Hall, 416-487-6738, psychology@glendon.yorku.ca

GL/PSYC 3300 3.0A Introductory Development: Infancy and Childhood

Theory and research in contemporary psychology are presented. Theories include Piaget's, Erickson's, attachment theory and learning theory. Topics include the development of motor skills, perception, learning, cognition, language, the brain, social behaviour, emotional behaviour, personality etc.

Prerequisite: GL/PSYC 2510 6.00 or equivalent.

Course credit exclusion: HH/PSYC 2110 3.00.

GL/PSYC 3510 3.0M Disturbances in Development

What is the developmental process? When is it considered abnormal? What causes the psychopathology? Theory, research and intervention related to infantile autism, childhood schizophrenia, learning disorders, mental retardation, genetic disorders, child abuse etc., are presented.

Prerequisites: GL/PSYC 2510 6.00 and either GL/PSYC 3230 3.00, GL/PSYC 3300 3.00, or GL/PSYC 3310 3.00 or their equivalents taken either concurrently with, or preferably, prior to GL/PSYC 3510 3.00.

Course credit exclusion: HH/PSYC 4460 3.00.

Social Science: S737 Ross, 416-736-5054, lapssosc@yorku.ca

AP/SOSC 1910 6.0A/M (AP/HREQ 1910 6.0) The Global South, Human Rights and Development

An examination of the historical relationship among human rights, economic equity, and the idea of development in the global south; attempts of selected countries to alleviate poverty through various development strategies. This will entail a survey of socio-economic structures, and legal-political institutions in the global south, and an analysis of the relationship between the global south and the global north. Note: This course has been approved in the *Faculty of Liberal Arts & Professional Studies* for general education credit. This course will not count for major credit in HREQ.

Course credit exclusion: AP/SOSC 1430 9.00. PRIOR TO FALL 2009: Course credit exclusions: AK/SOSC 1910 6.00, AS/SOSC 1430 9.00.



AP/SOSC 2150 9.0A Health in Crisis: Issues of Health Environments and Poverty

This course introduces students to issues of environmental health and poverty, which have created crises in personal and social well-being. Students will assess international, historical and contemporary examples which relate to these issues. Note: This course has been approved in the *Faculty of Liberal Arts & Professional Studies* for general education credit.

Course credit exclusions: AP/SOCI 3660 6.00, AP/SOSC 2150 6.00, GL/SOCI 2685 3.00 and GL/SOSC 2685 3.00. **PRIOR TO FALL 2009:** Course credit exclusions: AK/SOSC 3450 6.00, AS/SOCI 3660 6.00, AS/SOSC 2150 9.00, GL/SOCI 2685 3.00 and GL/SOSC 2685 3.00.

Sociology: 2060 Vari Hall, 416-736-5015, www.yorku.ca/laps/soci

AP/SOCI 3660 6.0A Families and Social Change

The course provides a wide-ranging and provocative analysis of the social forces and individual responses contributing to diversity in family life, emphasizing how social, economic and political changes in Canadian society have reshaped family forms and social policy.

Course credit exclusions: GL/SOCI 2685 3.00, GL/SOSC 2685 3.00. **Prior TO FALL 2009:** Course credit exclusions: AK/SOCI 3450 6.00, AS/SOCI 3660 6.00, AK/SOSC 3601 6.00, GL/SOCI 2685 3.00, GL/SOSC 2685 3.00.

AP/SOCI 4060 3.0A The Sociology of Parent/Child Relations

This course examines the parent-child relationship as interactive process within social structure. This relationship is explored in terms of reciprocity, multiple levels, the dynamic lifespan model, and the mediation role of social and cultural factors such as class and ethnicity.

Prerequisite: Students must have successfully completed 84 credits.

Course credit exclusion: AP/SOCI 4060 3.00 (prior to Fall 2013). **PRIOR TO FALL 2009:** Prerequisite: Students must have successfully completed 84 credits. However, third-year Honours students with 78 completed credits who are also taking summer courses may enrol. **Course credit exclusion:** AS/SOCI 4060 3.00.

AP/SOCI 4830 3.0A/M Childhood and Violence

This course explores violence experienced by children and violence committed by children. The course explores the ways that children and adults learn, use and experience violence (physical and sexual) in societal settings such as schools, churches, television and war.

Prerequisite: Students must have successfully completed 84 credits.

Course credit exclusions: None. **PRIOR TO FALL 2009:** Course credit exclusion: AS/SOCI 4830 3.00.

Sociology – Glendon: York Hall C216; Telephone: 416-7362100 ext.88160
sociology@glendon.yorku.ca

Theatre – Fine Arts: 318 Centre for Film & Theatre, 416-736-5172, theadapt@yorku.ca

FA/THEA 4334 3.0A Theatre of the Holocaust

Studying a range of Holocaust scripts, from adult to theatre for young audiences, we will examine contemporary issues of representation in the Fine Arts. There will be a strong educational perspective to this course, as it considers how to engage the Fine Arts in the teaching of the Holocaust, as a form for shaping memory and memorial.



Course credit exclusion: FA/THEA 4150B 3.00/FA/THEA 4150B 6.00, FA/THEA 4334 6.00. Open to non-majors.

FA/THEA 4440 6.0A Drama and Education

Explores drama/theatre in an educational context. In addition to examining the major literature in drama in education over the past four decades, the class provides hands-on work in exploring the practical uses of drama in the classroom or in other educational environments e.g., community based. Third or fourth year standing.

Course credit exclusion: AK/THEA 4500A 6.00 and FA/THEA 4440 3.00. Open to non-majors.

Gender and Women's Studies: 206 Founders College, 416-650-8144 ext. 1,
lapsgsws@yorku.ca

AP/GWST 3553 3.0M Girlhood: Feminist Perspectives

Introduces students to the emerging interdisciplinary field of Girlhood Studies focusing on the social, political and cultural relations that shape girls' lives and experiences. Specific focus will be placed on notions of quality of life, femininity, agency and subjectivity. Explores how the intersectionalities of gender, age, race, class, ability are central to girls' lives and to contemporary Girlhood Studies.

Course credit exclusions: None. Note: An introductory course in Women's Studies is recommended.



List “B” – Children’s Studies Courses (With Permission)

NOTE: To have a course in List “B” count as a Children’s Studies course, a student first needs to contact the appropriate course director to request that the student be allowed to direct all his or her research assignments in the course towards “children and youth” in relation to the course topic. Such approval must be in writing and forwarded to the Children’s Studies Program Coordinator and/or Program Office, who will notify the Registrar’s Office and confirm with the student that the course will count towards the student’s major or minor requirements.

Anthropology: 2054 Vari Hall, 416-736-5261, yorkanth@yorku.ca

ANTH 4340 6.0A Advocacy and Social Movements

This course examines how modern forms of communication have totally transformed the nature of advocacy and the social construction of knowledge in modern society. Specifically, it examines ways in which cultural norms are modified by the activities of social movements.

Course credit exclusions: None. PRIOR TO FALL 2009: Course credit exclusions: AS/ANTH 4340 6.00.

Directed Reading Courses

AP/HUMA 3000 3.0

http://www.yorku.ca/laps/huma/forms/LAPS_Directed_Reading_Form.pdf

Students will do supervised reading and writing in one or two selected areas. Students wishing to enrol should contact the *Department of Humanities*. Course credit exclusions: None. PRIOR TO FALL 2009: Course credit exclusion: AK/HUMA 3700 3.00.

AP/HUMA 3000 6.0

http://www.yorku.ca/laps/huma/forms/LAPS_Directed_Reading_Form.pdf

Students will do supervised reading and writing in one or two selected areas. Students wishing to enrol should contact the *Department of Humanities*. Course credit exclusions: None. PRIOR TO FALL 2009: Course credit exclusion: AK/HUMA 3700 6.00.

AP/HUMA 4000 3.0

http://www.yorku.ca/laps/huma/forms/LAPS_Directed_Reading_Form.pdf

In any given year, a limited number of faculty members may be available to supervise a special program of study (for a limited number of students) equal in credit to one full or half course. Note: Enquiries should be directed to the office of the department. Please consult the Enrolment and Registration section, Faculty of Liberal Arts and Professional Studies, for regulations on independent reading courses. Prerequisite: Permission of the instructor and the Curriculum Committee of the department. Course credit exclusions: None. PRIOR TO FALL 2009: Prerequisite: Permission of the instructor and the Curriculum Committee of the department. Course credit exclusions: None.

AP/HUMA 4000 6.0

http://www.yorku.ca/laps/huma/forms/LAPS_Directed_Reading_Form.pdf

In any given year, a limited number of faculty members may be available to supervise a special program of study (for a limited number of students) equal in credit to one full or half course. Note: Enquiries should be directed to the office of the department. Please consult the Enrolment and Registration section, Faculty of Liberal Arts and Professional



Studies, for regulations on independent reading courses. Prerequisite: Permission of the instructor and the Curriculum Committee of the department. Course credit exclusions: None. PRIOR TO FALL 2009: Permission of the instructor and the Curriculum Committee of the department. Course credit exclusions: None.

Geography: N430 Ross, 416-736-5107, lapsgeog@yorku.ca

AP/GEOG 2220 6.0A Urban Geography

In a world where over 50 per cent of the population lives in urban areas, cities play a significant role in shaping the social, cultural, economic, political, and environmental conditions of people's everyday lives. This course introduces the geographical literature on the urbanization process in historical and contemporary perspective. It provides students with a necessary general survey of the characteristics of urban processes and patterns, urban systems and structure, and urban social issues from a geographical perspective.

Course credit exclusions: None. PRIOR TO FALL 2009: Course credit exclusions: AS/GEOG 3120 6.00 and AK/GEOG 3430 6.00.

AP/GEOG 3060 3.0A Postcolonial Geographies

This course examines the particular landscapes produced by colonialism and the struggles to move beyond it. Attention is paid to the use of space and place as mechanisms of control and liberation. Examples are international, and concern fictional and non-fictional landscapes. Prerequisite: 54 credits successfully completed.

Course credit exclusions: None. PRIOR TO FALL 2009: Prerequisite: 54 credits successfully completed. Course credit exclusion: AS/GEOG 3060 3.00.

AP/GEOG 3220 6.0M Advanced Urban Geography

This course addresses significant contemporary urban issues that frame geographic understandings of metropolitan change in the twenty-first century. Attention is directed towards understanding how cities are produced, consumed, and theorized as complex social, economic, ecological, and political systems. Through lectures, discussion, and assignments students are encouraged to challenge geographical interpretations of the urban world, and to think critically about cities as products of capital investment, as collective public goods, and as socio-cultural spaces.

Prerequisites: 54 credits including AP/GEOG 2220 6.00. Course credit exclusion: AP/GEOG 3220 6.00. PRIOR TO FALL 2009: Prerequisites: 54 credits including AS/GEOG 3120 6.00. Course credit exclusion: AK/GEOG 4180 6.00.

AP/GEOG 4240 3.0M The Planning of Urban Public Facilities

Theoretical and practical problems concerning the supply and distribution of public goods and services in urban areas. **Prerequisite:** AP/GEOG 1000 6.00 or AP/GEOG 1410 6.00 or AP/SOSC 2710 9.00 or written permission of the course director. **Course credit exclusions:** None. Prior TO FALL 2009: Prerequisite: AK/GEOG 2500 6.00 or AS/GEOG 1000 6.00 or AS/GEOG 1410 6.00 or AS/SOSC 2710 9.00 or written permission of the course director. Course credit exclusion: AS/GEOG 4240 3.00.

AP/GEOG 4380 3.0A Urban Social Policy

A critical examination of the links between urban social problems and state policies. The course studies how policy makers, planners and geographers understand and deal with social problems in the contemporary city and evaluates selected planning policies. Integrated with: GS/GEOG 5370 3.00.

Prerequisites: 84 credits successfully completed, including one of AP/GEOG 1000 6.00, AP/GEOG 1410 6.00, and at least six additional credits in human geography at the 2000 or 3000 level.



Course credit exclusions: None. Prior TO FALL 2009: Prerequisites: 84 credits successfully completed, including one of AK/GEOG 2500 6.00, AS/GEOG 1000 6.00 or AS/GEOG 1410 6.00, and at least six additional credits in human geography at the 2000 or 3000 level. Course credit exclusion: AS/GEOG 4380 3.00.

AP/GEOG 4900 3.0A Public Space

This course examines the existence, genealogies, qualities, significance, and use of public space, as well as past and emergent challenges and threats to public space. Prerequisite: 72 credits successfully completed.

Course credit exclusions: None. PRIOR TO FALL 2009: Course credit exclusion: AS/GEOG 4900 3.00.

Humanities: 262 Vanier College, 416-736-5158, lapshuma@yorku.ca

AP/HUMA 2640 9.0A Modes of Fantasy

This course explores the creative process through the study of the works and lives of a select group of artists and writers. As well as novels, plays, short stories and poems, paintings, and films, the course considers journals, autobiographies, essays and letters that show writers reflecting on their work and its relation to their own lives and to the lives of others. What does it mean to live creatively? How does an artist arrive at such a life? What are the criteria for success – for the artist and for his or her age? What role does the unconscious (collective and individual) play in the creative process? What links exist between creativity and psychological disorder, and creativity and morality? These are some of the questions the course attempts to answer. The course moves behind “finished” works of art to observe the writer’s creative impulse and sensibility in its earlier stages, and also involves a consideration of the relation between art and life as well as art and its historical moment.

ASSIGNMENTS: Two oral seminar presentations – 40% (10% each for oral presentations, totalling 20%, and 10% each for written versions of the oral presentations, totalling 20%); attendance and participation – 20%; major research paper – 40% (proposal and bibliography: 5%; paper: 35%). (NOTE: one seminar presentation will be a book review of a title chosen from the list of secondary readings, and the second seminar presentation will be about material related to the artist or writer studied for the chosen week. Oral presentations should last no longer than 15 minutes; written presentations should be about 1,500 words, or 5-6 typewritten, double-spaced pages.) E-mail submissions of written work are *not* accepted.

REPRESENTATIVE READINGS (to include): Anna Akhmatova, *Selected Poems*; Anton Chekhov, *Five Plays*, selections from *Forty Stories*; Johann Wolfgang von Goethe, *The Sufferings of Young Werther*; D.H. Lawrence, *Sons and Lovers*; May Sarton, *Journal of a Solitude* and *Mrs Stevens Hears the Mermaids Singing*; Gertrude Stein, *Selected Writings of Gertrude Stein*; van Gogh, *The Letters of Vincent van Gogh* and Dover’s selected images (on cards); Virginia Woolf, *To the Lighthouse*, *A Room of One’s Own/Three Guineas*.

COURSE DIRECTOR: R. Teleky

RESERVED SPACES: Some spaces reserved for Humanities Majors and Minors. Course Credit Exclusion: AP/HUMA 2640 9.00 (prior to Fall 2014). PRIOR TO FALL 2009: Course credit exclusion: AS/HUMA 2640 9.00.

AP/HUMA 3670 6.0A Fantasy in the Modern World

An exploration of the ways fantasy has shaped modern sensibility since the French Revolution.

Course credit exclusions: None. PRIOR TO FALL 2009: Course credit exclusion: AS/HUMA 3670 6.00.



AP/HUMA 4150 6.0A Life Writing

This course explores the genre of life writing through an analysis of its conventions as well as traditional and experimental applications. Central questions include: What is life writing? What are its historical and literary functions? How does it mark gender, race and class privilege?

Course credit exclusions: None. PRIOR TO FALL 2009: Course credit exclusions: AS/HUMA 4000M 6.00 (prior to Fall/Winter 2003-2004), AS/HUMA 4150 6.00.

AP/HUMA 4230 3.0M Informational Identities: The Self in the Age of Technology

This course examines the effects of technologies of information and communication upon the construction and functioning of a personal identity. The course also examines the cultural, political, psychological and spiritual dimensions of recent changes in the nature of personal identity.

Course credit exclusion: AP/HUMA 4230 6.00. PRIOR TO FALL 2009: Course credit exclusions: AS/HUMA 4225E 6.00 (prior to Fall/Winter 2003-2004), AS/HUMA 4230 6.00.

Kinesiology & Health Science: 341 Norman Bethune College, 416-736-5807, ugkhs@yorku.ca

HH/KINE 2475 3.0A/M Coaching: The Art and Science

This course introduces the fundamental principles involved in the coaching process. Background and philosophic issues related to the coach and the athlete are explored.

Course credit exclusion: None. Note: Upon successful completion of this course, students receive the certification Coaching: Introduction to Competition Part A and Part B of the National Coaching Certification Program.

HH/KINE 3620 3.0A Sociology of Sport I

Sociological analysis of sport in contemporary society with particular emphasis on issues relating to children, gender and the Canadian scene. Three lecture hours per week. One term.

Course credit exclusions: AS/SC/PHED 3620 3.00 (prior to Fall/Winter 1996-1997), AP/SOCI 3670 3.00. Note: This course does not count for science credit.

Psychology: 101 Behavioural Sciences Building, 416-736-5117, www.yorku.ca/health/psyc

HH/PSYC 3290 3.0A/M (AP/LING 3220 3.0) Psycholinguistics

A survey of psycholinguistic research and theory. Topics chosen from the following: introduction to language structure, biological basis for language, speech perception, sentence processing, speech production, relation of language and thought, language acquisition and atypical language.

Prerequisite: HH/PSYC 1010 6.00 or HH/PSYC 2410 6.00, with a minimum grade of C, or AP/LING 1000 6.00.

Course credit exclusions: AK/AS/SC/PSYC 3190 3.00 (Prior to Fall/Winter 2007/2008), HH/PSYC 3190 3.00, AK/PSYC 3250 3.00 (prior Summer 2002) GL/PSYC 3640 3.00, GL/LIN 3640 3.00.

Social Science: S737 Ross, 416-736-5054, lapssosc@yorku.ca

AP/SOSC 3770 3.0A Housing Policy and Income Security Policy

The course analyses Canadian and Ontario housing policy from 1945 to the present. Particular attention is given to policies dealing with housing affordability, homelessness,



and home ownership. The analysis of housing policy is situated in the wider context of the evolution of the welfare state in Canada, emphasizing income security programs such as social assistance, unemployment insurance, pensions, and family benefits. Prerequisites: 54 credits successfully completed, including one of AP/GEOG 1410 6.00 or AP/SOSC 2710 9.00 or permission of the course instructor. Course credit exclusions: None. PRIOR TO FALL 2009: Prerequisites: 54 credits successfully completed, including one of AS/GEOG 1410 6.00 or AK/GEOG 2500 6.00 or AS/SOSC 2710 9.00 or permission of the course instructor. Course credit exclusion: AS/SOSC 3770 3.00.

Sociology: 2060 Vari Hall, 416-736-5015, www.yorku.ca/laps/soci

AP/SOCI 4410 3.0A Sociology of Poverty

The societal and personal causes of poverty are explored. The focus is on the consequences of poverty for society, areas and individuals. Life opportunities, health and stress are considered. Key demographic variables are gender, age, ethnicity and marital/parental status.

Prerequisite: Students must have successfully completed 84 credits.

Course credit exclusions: None. PRIOR TO FALL 2009: Course credit exclusions: AS/SOCI 4090R 3.00 (prior to Fall/Winter 2001-2002), AS/SOCI 4410 3.00.

Theatre – Fine Arts: 318 Centre for Film & Theatre, 416-736-5172, theadapt@yorku.ca

FA/THEA 2600 6.0A Putting on the Play

Examines each step in putting on the play in community/educational settings, beginning with play selection. Pre-rehearsal interpretation, design and casting will lead to an actual production experience involving students as actors, directors, designers and production staff.

Prerequisite: None. Open to non-majors.

FA/THEA 4460 6.0A Improvisation and Playmaking

Examines the principles and techniques of making your own play through improvisation and group work (collective creation), including the adaptation of non-dramatic material for the stage. Open to non-majors.



CHILDREN'S STUDIES A-Z

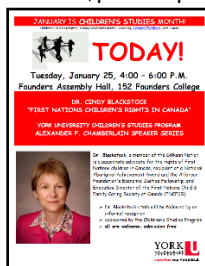
ADVOCACY

Children's Studies students are invited to pursue initiatives and to organize appropriate events in support of child-related programs. All students in the *Children's Studies Program* are encouraged to participate in such advocacy work. Past students have worked on various activist projects including "Bittersweet," "Brick by Brick" (Free the Children), "Children's Voices: See, Hear, Speak," "Food for Baby" (North York Harvest Food Bank), "I Am a Witness" (First Nations Child & Family Caring Society of Canada), "Peace by Peace," "Right to Play," "War Child," "The White Rose Project" (Free the Children). Students interested in getting involved in such programs should contact the *Children's Studies Student Association* at chstsayork@gmail.com.

ALEXANDER F. CHAMBERLAIN SPEAKER SERIES

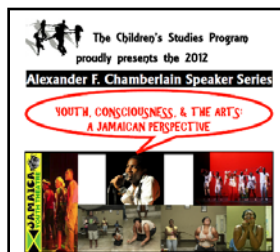
In January 2011, the *Children's Studies Program* inaugurated the annual Alexander F. Chamberlain Speaker Series.

Chamberlain was a noted Canadian anthropologist, linguist, and ethnologist who worked with the Mississauga peoples in Scugog and later with the Kootenay in British Columbia. In 1896 and 1900, he published two influential books on children and childhood. His work bravely reached out across disciplines - anthropology, linguistics, education, sociology, criminology, science, philosophy and history. Chamberlain's pioneering work is an inspiration to York's *Children's Studies Program*.



The 2011 Chamberlain speaker was **Dr. Cindy Blackstock**, who is a member of the Gitksan Nation, a passionate advocate for the rights of First Nations children in Canada, recipient of a National Aboriginal Achievement Award and the Atkinson Foundation's Economic Justice Fellowship, and **Executive Director of the First Nations Child & Family Caring Society of Canada (FNCFCS)**.

The 2012 Chamberlain speakers were members of **Jamaica Youth Theatre**, who presented "**Youth, Consciousness, and the Arts: A Jamaican Perspective**" as part of "Project Groundings" ("Youth and Community Development in Canada and Jamaica: A Transnational Approach to Youth Violence"). Carolyn Allen, who currently lectures in Caribbean Literature at the University of the West Indies (Mona) and the School of Drama, Edna Manley College for the Visual and Performing Arts, presented video excerpts of a performance of "Pickney dem a dry," part of "Graffiti," a production presented at the Contacting the World Festival in the UK, explaining how this short, moving performance was created and has been



used in various contexts since. Randy McLaren, a dub/spoken word poet, youth leader, creative activist, and President of Jamaica Youth Theatre, and Andrew Grant and Franki-Lee Franklin, students at the University of Technology performed McLaren's spoken word poem "Armada! Children on Fire."



The 2013 Chamberlain speaker was **Irwin Elman, the Ontario Provincial Advocate for Children and Youth** who presented a talk on "Children's Voice: The Right to Participate as Best Practice (and what it has to do with salad dressing)." Since 2008, Elman's duties, as Ontario's first independent Provincial Advocate for Children and Youth, have included providing an independent voice for children and youth, including First Nations children and youth and children with special needs; encouraging

communication and understanding between children and families and those who provide them with services; and educating children, youth, and their caregivers regarding the rights of children and youth. More information about the Office of the Provincial Advocate is available at <http://provincialadvocate.on.ca/>.

2014: The 2014 Chamberlain speaker was **Dr. Kyra Gaunt**, who spoke on "YouTube Twerking & You: The Context Collapse of Black Girls' Always-On Self-Presentation." Dr. Gaunt is an ethnomusicologist who teaches at City University of New York. She is the award-winning author of *The Games Black Girls Play: Learning the Ropes from Double-Dutch to Hip-Hop* (NYU Press, 2006). She is an educator who empowers emerging adults and a scholar devoted to black girlhood studies. She speaks and writes extensively about topics such as gender in hip hop, children and youth, emotional / cognitive justice for girls, racism as a resource for being courageous, and social media. An example of Dr. Gaunt's activism through digital media is her curating—through Twitter and Facebook—of *The Audacity of Humanity* E-Book, a collection of short personal essays about social justice written by 39 contributors, aged 10 to 63, from 5 continents. The book has had more than 15,000 views.





In 2015, we invited two youth activists to be our Chamberlain speakers. Unfortunately, just before the event was to occur, labour disruptions made it impossible to hold the talk. Labour disruptions prolonged the academic year, so this event was postponed until 2016. Our two nominated Chamberlain speakers have made major accomplishments, obtaining more than 40,000 signatures to their petition to the Ontario Minister of Education and Premier to include teaching about “consent” as part of the proposed new health curriculum in the province. They were able to meet with the Premier and the Minister of Education to communicate their views as youth in person. They have been awarded a Toronto Women of Distinction Award for their work.

ALUMNI

To date, the *Children's Studies Program* has graduated more than 350 students. The Program wants to keep in touch with its alumni: to do so, it needs a non-York e-mail address for each alumnus. Alumni who have not provided the Program with a non-York e-mail address are asked to e-mail lapschst@yorku.ca to be included on the *CHST* Alumni listserve. Since York changed student email addresses from @yorku.ca to the Google-based @my.yorku.ca, students can retain their York addresses (whereas in the past, York email addresses expired 6 months after graduation); provided a student keeps his or her @my.yorku.ca email address active, we will be able to contact that student.

ALUMNI TALKS SPEAKER SERIES

In March 2013, the *Children's Studies Program* inaugurated the *Alumni Talks* Speaker Series to enable graduates of the *Children's Studies Program* to present to current students about their postgraduate studies and work experiences. The inaugural address was presented by Daniela Lombardo, who presented a talk on “Exploring Global Realities: Life After *Children's Studies*.” Daniela graduated from York University in 2008 with an Honours BA in *Children's Studies* and a Bachelor of Education. She is currently in her fifth year of teaching with the Toronto District School Board. Daniela has written children's rights curriculum, which she has presented at the board and provincial level. She is also a demonstration classroom teacher for TDSB's *Model Schools for Inner Cities*, and a contributor to UNICEF's *Global Classroom Blog*. Since graduating, Daniela has volunteered abroad each summer. Most recently, she completed a teaching internship in Guatemala which involved training teachers in an urban ghetto called La Limonada. She directs an international initiative, *Global Reality Check*, which encourages people of all ages to “think about the world every day.”

Daniela is dedicated to creating a rights-respecting global classroom, and encourages children



to see themselves as active citizens within our world. She is returning to Guatemala to implement a program focusing on children's rights, empowerment, and character education.

In 2015-16, as part of the Vanier College / Children's Studies Program Student Success Series, several alumni were included in talks to current students : the « Graduate Studies for Children's Studies Student Panel, » included Jennifer Caraccioli, Adrian Khan, Asmita Pal, Janet Seow, and Abby Shabtay; the « Conversations with Children's Studies Graduates » careers panel included Katelyn Forgione, Nabeela Kassam, Daniela Lombardo, Lisa Peppard, and Renee Shah Singh.

CAREERS ADVICE

The *Children's Studies Program* is *not* a professional training program. It does not train students to be children's doctors, lawyers, teachers, social workers, advocates, development workers, counsellors, psychologists, speech pathologists, or entertainers. However, an Honours B.A. in Children's Studies will complement and enrich any career with children and youth by giving students a grounding in historical and cross-cultural constructions of childhood and youth, child-centred perspectives on children's and youth cultures, and cultural representations of children and youth.

In most cases, students will need additional study, training, and professional certification to work with children and youth, either in college diploma programs, graduate university study, or apprenticeships or internships. Some careers, such as Law and Medicine, require at least some undergraduate study before career training.

In certain cases, it may be to students' advantage *not* to take a Children's Studies B.A., but instead focus on professional training earlier in their studies. For example, although it is possible to train as a social worker after taking a B.A. degree, it is also possible to specialize in social work from the outset of university studies, and that might be a better route for students wishing to become social workers. Although an Honours B.A. in Children's Studies may usefully complement a concurrent or consecutive B.Ed. degree in training to be a Primary-Junior teacher, it may not be as helpful for students wishing to teach at the Junior-Intermediate or especially Intermediate-Senior levels because "teachable" subjects are required for those specializations and the most efficient way to acquire these "teachables" is to major in, double major in, or major and minor in university subjects which are offered in Ontario high schools. (For more information about concurrent and consecutive B.Ed. programs and teachable subjects, you need to contact Faculties of Education.)

There are many, varied, rewarding opportunities for working with children and youth in Canada and throughout the world. However, training programs for many professions are highly competitive as are opportunities to find full-time employment in those professions. Volunteer and work experience with children and youth is very valuable in gaining entry to particular programs of study and eventual employment: students are encouraged to seek such opportunities throughout their studies.

Students are encouraged both while students and, later, once they graduate, as alumni, to take advantage of the in-person and online programs of the Career Centre at York: <http://www.yorku.ca/careers/> . Students are



also encouraged to discuss career options with their instructors and the *Children's Studies Program Coordinator/Academic Advisor*.

For information on graduate study in fields related to children's, childhood, and youth studies, please see

http://www.yorku.ca/laps/huma/chst/grad_programs.html .

CAREERS EVENTS

The *Children's Studies Program* has sponsored several Career Talks over the years, including talks from

- Theo Heras, a children's librarian, writer, and singer. Theo is the Children's Literature Specialist at the Lillian H. Smith Branch of the Toronto Public Library. She has created two CDs of songs for children (*What Will We Do with the Baby-o?* and *Seashell, Sing a Song to Me*) and a picture book (c). Theo combines a background in the arts with literature and librarianship.
- Irene Whittaker-Cumming, a dancer, educator, and NGO worker. Irene is a dancer and choreographer at Being Human Dance. Irene has employed dance for AIDS education in West Africa, and has been an educator in Kenya, Uganda and Canada. Irene is the Donor Relations Coordinator for the NGO (nongovernmental organization) *Free the Children*. She thus combines her work in the arts and her international work with an NGO.
- Dr. Yvonne Bohr, C. Psych., a clinical developmental psychologist, director of LaMarsh Centre for Child and Youth Research, and Head of the Infant Child Treatment Team. Yvonne is a clinical psychologist specializing in child and family mental health in a multi-cultural context. Yvonne's clinical and research activities are rooted in a strong belief in children's rights, social justice, and the important role of the social determinants of mental health.
- Shaka Licorish, Senior Program Facilitator and Case Manager with the Canadian Training Institute's *Breaking the Cycle*, an ambassador and leadership program located in Etobicoke for gang affiliated/involved youth. A former student-athlete having graduated with two Honours B.A. degrees in Criminal Justice & Public Policy (University of Guelph) and Political Science (McMaster University) respectively, Shaka has several years experience working with youth and young adults from marginalized communities who face frequent barriers and challenges. Passionate about inspiring young people through engaging and positive experiences, Shaka is constantly seeking initiatives and opportunities that can effectively bridge existing gaps between the individuals he is keen on supporting and their personal development and growth.

In February 2013, Professor Kabita Chakraborty organized a successful Career Day for *Children's Studies* students, including presentations by:

- Jobin Sam from *World Vision*
- Rebecca Harry from *Save the Children*



- Landy Anderson, a former foster parent and senior manager in the child welfare system with First Nations Child Protection; author of *The Foster Parent Survival Guide: How to Navigate the Child Welfare Matrix*
- Lisa Philips from *Canada's Academy of Stage and Studio Arts*
- Kelly Warmington from *The Hospital for Sick Children*

In February 2014, Professor Chakraborty organized a Career Seminar for *Children's Studies* students, including presentations by. . .

CHILDREN'S STUDIES CAREER SEMINAR

- Ontario Children's Lawyer
- Toronto Police Service
- Tree House (Television Production)
- Documentary Film Maker

In February 2015, Professor Chakraborty organized yet another successful Career Seminar for *Children's Studies* students:

The Children's Studies Program
inspires students to . . .

**2015
Children's Studies
CAREER SEMINAR**

CAREER PRESENTATIONS
1:00 PM - 1:45 PM

MEK AND MINGLE LUNCH
1:45 PM - 2:00 PM

TEAM LIMPPOD BAZAR SALE
2:00 PM - 3:00 PM
Professors Selling items on site for Family Affairs to Remembrance (P&G)

**AMBULANCE'S STORMS
STUDENT ADDRESS (CHETRA)**


**FREE ADMISSION!
FREE!
BARE SALE BAZAR!**

Landy Anderson,
Foster Parent CH&I and Family Services

Katrina Kavan,
Street Kids International

Naay Werh, Geography,
McMaster University

Vanier Student Success Series



Children's Studies 3rd Annual Career Seminar

Tuesday February 2, 2016
10:00 a.m. - 12:00 noon
001 Vanier College

Maria Liegghio
Assistant Professor, School of Social Work, York University. Professor Liegghio also has experience as a child protection worker and child and family mental health therapist.

Lynda Hill
Artistic & Executive Director, Theatre Direct. Theatre Direct creates and presents "uncompromising theatre for, with, and by young people that empowers, educates and inspires."

John Coffrey
Coordinator, Supporting Our Youth (SOY). Also, Coordinator of Monday Night Drop in, Alphabet Soup, and Human Rights, Equity Access, Team, J.I.A.I.

Amelia Ruthven-Nelson
Development Coordinator at Toronto Entertainment. Develops TV show ideas for children based on books, comics, pictures from writers, cool images, etc.

PIZZA lunch mix-and-mingle * meet with student groups

Please register at: www.yorku.ca/vanier/rsvp/rsvp Event Code Number: 157

Organized by Professor Alison Halsall, Children's Studies Program
Moderated by Susan Regan, Career Counselor, York U Career Centre

Children's Studies Program
201 Career College
416-736-1332 ext. 2014
info@childrens.ca

Office of the Student, Vanier College • York University • 416-736-1332 • info@yorku.ca • www.yorku.ca/yorku

And in February 2016, Professor Alison Halsall organized the most recent Career Seminar for *Children's Studies* students.

CHILDREN'S STUDIES STUDENT ASSOCIATION

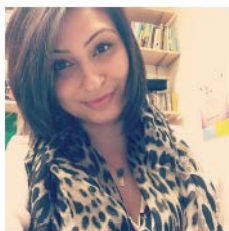
This association is for *Children's Studies* majors and minors and their allies.



The *Children's Studies Student Association's* objectives are to give students, staff, and faculty of York University an opportunity to gain further knowledge of children and their cultures; to advocate for children's rights; to build lasting friendships and partnerships in the community through social and cultural events, advocacy projects, and information sessions; and to provide resources for its members such as mentoring, leadership training, and volunteer opportunities.

In 2007-2008, the *Children's Studies Student Association* was awarded an "Outstanding Commitment to Student Engagement Award" by the Faculty of Arts.

The 2016-17 CHSTSA Executive is:



Samar Shaikh
President



Jelena Stakic
Vice-President



Melissa Di Bratto
Secretary



Orsolya Pihes
Treasurer



Amanda Almeida
Mentorship Coordinator



Natasa Bogdanovic
Events Coordinator



Tara Mehrpouya
Events Coordinator



Hanse Ozuak
Head Student Representative



Cessandra Granata
Merchandise Coordinator



The *Children's Studies* faculty liaison member is Professor Andrea Emberly.

To get involved or to find out more, contact CHSTSA at chstsayork@gmail.com or visit them at

Facebook Page:

<https://www.facebook.com/groups/332372200269078/>



or

YU Connect: <https://yorku.collegiatelink.net/organization/CHSTSA>

COMMUNITY PROJECTS

The *Children's Studies Program* has sponsored a variety of programs, which involve neighbouring schools, as placements in the core courses. The Vanier College / Toronto District School Board Literacy Partnership, founded in Winter 2004 between Vanier College and Shoreham Public School, annually partnered more than 200 students in Humanities 1970A - The Worlds of Childhood with students at several local schools until 2012-13, when 400 students were placed in five schools. As well, the students in Humanities 2690 - Introduction to *Children's Studies* have participated in "Play in Peace," which helps promote positive play on playgrounds. Humanities 3695 students have worked with Grade 11's at Downsview High School in a research and mentoring project. There have also been several STOMP (Student On-line Mentorship) programs with local schools. Because of the huge resource demands that these special community projects made on the CHST Program, particularly given the high number of students and relatively few fulltime faculty in the Program, the Program has stopped including placements in most of its core courses.

GRADUATE STUDY IN CHILDREN'S, CHILDHOOD, AND YOUTH STUDIES

This list is intended to suggest possibilities for graduate study following an Honours BA in *Children's Studies*. It is not comprehensive; however, the list will be periodically updated to keep it as accurate and complete as possible.

* Alumni of the *Children's Studies Program* at York University have been accepted into programs marked with *. There are also other graduate students at York who have worked on topics related to children and youth in Humanities PhD, Interdisciplinary Studies MA, and Gender, Feminist & Women's Studies PhD programs, both teaching in *Children's Studies* courses and being supervised by *Children's Studies* faculty.

For a list of international graduate programs in Child & Human Development, see <http://www.gradschools.com/search-programs/child-human-development> and in the United Kingdom <http://www.findamasters.com/search/Courses.aspx?Keywords=child>.



For a list of youth-related fields of study in the United Kingdom, see
<http://www.findamasters.com/search/Courses.aspx?&Keywords=youth> and
http://www.postgrad.com/courses/youth_studies/1640/.

For a list of international graduate programs in Children's Literature, including creative writing of Children's and Young Adult Literature, see
<http://www.gradschools.com/search-programs/children-s-literature>.

For other lists of graduate programs in these fields, see
<http://crytc.uwinnipeg.ca/resources.php#graduate> and
<http://www.childlitassn.org/index.php?page=links>.

Degree or Diploma	Institution	Link
YORK UNIVERSITY		
MA and PhD, Communication & Culture	York/ Ryerson University	http://www.yorku.ca/gradcmct/
MA* and PhD, Critical Disability Studies	York University	http://www.yorku.ca/gradcds/index.html
Graduate Diploma Early Childhood Education	York University	http://futurestudents.yorku.ca/graduate/programs/early-childhood-education
M.Ed.* and PhD, Education		http://edu.yorku.ca/program/graduate-studies/degrees-diplomas/master-of-education-med/ http://edu.yorku.ca/program/graduate-studies/degrees-diplomas/doctor-of-philosophy/
MA and PhD, English	York University	http://www.yorku.ca/gradengl/
MA* and PhD Gender, Feminist & Women's Studies	York University	http://www.yorku.ca/gradgfw/index.html
MA and PhD, History	York University	http://www.yorku.ca/gradhist/index.html
MA* and PhD*, Humanities	York University	http://www.yorku.ca/gradhuma/
MA, Interdisciplinary Studies	York University	http://www.yorku.ca/gradinst
LLM and PhD Law (Professional Stream)	Osgoode Hall Law School, York University	http://www.osgoodepd.ca/pt-llm.html
MA and PhD, Psychology	York University	http://www.yorku.ca/gradpsyc/index.html
MSW and PhD, Social Work	York University	http://www.yorku.ca/gradsowk/
MA and PhD, Sociology	York University	http://www.yorku.ca/gradsoci
CANADA		



MA, Children's Literature	University of British Columbia	http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1134
MA, Early Childhood Education		https://www.grad.ubc.ca/prospective-students/graduate-degree-programs/master-of-arts-early-childhood-education
M.Ed., Early Childhood Education		https://www.grad.ubc.ca/prospective-students/graduate-degree-programs/master-of-education-early-childhood-education
MA*, Child and Youth Studies	Brock University	http://www.brocku.ca/social-sciences/graduate-programs/child-youth-studies
M.Ed., Education/Interdisciplinary, Youth Studies	University of Calgary	http://www.ucalgary.ca/gpe/content/youth-studies
MA, Child Studies	Concordia University	http://doe.concordia.ca/programs/child-studies/child-study-ma/
Ontario College Diploma, Assaulted Women's and Children's Counsellor/Advocate Program	George Brown College	http://www.georgebrown.ca/R107-2013-2014/
MA, Child and Youth Study	Mount Saint Vincent University	http://www.msvu.ca/en/home/program/sdepartments/graduatecalendar/graduateprograms/childyouthstudy/default.aspx
MA*, Child Study and Education (includes Elementary Certificate of Qualification from the Ontario College of Teachers)	Ontario Institute for Studies in Education (OISE), University of Toronto	http://www.oise.utoronto.ca/ics/M.A._Program/index.html
MA*, Early Childhood Studies	Ryerson University	http://www.ryerson.ca/ecs/graduate/
MI (Master of Information), PhD	Faculty of Information iSchool, University of Toronto	http://www.ischool.utoronto.ca/ischool
MA and PhD*, Geography	University of Toronto	http://geography.utoronto.ca/graduate-geography/
MA and PhD, Child and Youth Care	University of Victoria	http://www.cyc.uvic.ca/prospective/graduate/ma.php
M.Ed. and PhD, Early Childhood Education		http://www.uvic.ca/education/curriculum/programs-courses/graduate/ece/
MASC,	UW Centre for	http://www.childstudies.uwaterloo.ca/



Developmental Communication Science PhD, Developmental Psychology	Child Studies, University of Waterloo	students/graduate_studies.html
MLIS (Master of Library and Information Science)	Faculty of Information & Media Studies, Western University	http://www.fims.uwo.ca/acad_programs/grad/lis/mlis.htm
AUSTRALIA		
Master of Social Science and PhD, Children and Family Studies	Edith Cowan University	http://www.ecu.edu.au/future-students/our-courses/search-disciplines-v3?id=277
MA, Childhood Studies	Monash University	http://www.monash.edu.au/pubs/2002/handbooks/postgrad/cata0112.htm
Master (Grad Dip, Grad Cert) of Childhood and Youth Studies	Southern Cross University	http://www.scu.edu.au/coursesin2013/?action=matrix&command=matrix_temp_load&spk_no=302454
EUROPE		
European Master in Childhood Studies and Children's Rights	Freie Universität Berlin	http://www.fu-berlin.de/en/studium/studienangebot/master/childrens_rights/index.html
Master of Advanced Studies in Children's Rights (MCR)	University of Fribourg and the Institut Universitaire Kurt Bösch (IUKB), both in Switzerland	http://www.iukb.ch/index.php?id=263
MA, Children and Youth Studies	International Institute of Social Studies in The Hague Part of Erasmus University Rotterdam	http://www.iss.nl/education/ma_programme/social_policy_for_development_spd/children_and_youth_studies/
MPhil Childhood Studies	NTNU – Trondheim Norwegian University of Science and Technology	http://www.ntnu.edu/studies/mpchild
UNITED KINGDOM		
MSc, Anthropology of Childhood, Youth and Education	Brunel University London	http://www.brunel.ac.uk/courses/postgraduate/L610PANTHCYE



MSc, Child Social Development	Keele University	http://www.keele.ac.uk/pgtcourses/childsocialdevelopment/
MA*, Child Studies MA*, International Child Studies	King's College London	http://www.kcl.ac.uk/prospectus/graduate/index/name/child-studies http://www.kcl.ac.uk/prospectus/graduate/index/name/international-child-studies/
MA, Sociology Of Childhood And Children's Rights	Institute of Education, University of London	http://www.ioe.ac.uk/study/PMA9_CHD91M.html
MA, Childhood Studies	School of Education, Oxford Brookes University	http://education.brookes.ac.uk/course/postgraduate/?gclid=CNgin-Ws160CFQUOfAoddWbzlg&gclid=CKrByPCJnrcCFU6f4AodTXcA7A
MA and PhD, Children's Literature	Graduate Centre for International Research in Childhood: Literature, Culture, Media, University of Reading	http://www.cirdl.co.uk/
MA, Childhood and Youth Studies	University Campus Suffolk	http://www.ucs.ac.uk/Courses/PG/ChildhoodandYouthStudies/MAChildhoodandYouthStudies.aspx
MA, Childhood and Youth Studies	University of Sussex	http://www.sussex.ac.uk/study/pg/2013/taught/4238/27421
MA, Childhood Studies	Swansea University	http://www.swansea.ac.uk/postgraduate/taught/humanandhealthsciences/childhood-studies/
MA, Childhood in Society in the Institute of Education	University of Warwick	http://www2.warwick.ac.uk/fac/soc/wie/courses/postgraduate/higherdegrees/childhood_in_society/
MSc, Childhood Studies	The University of Edinburgh	http://www.sps.ed.ac.uk/gradschool/prospective/taught_masters/a_g/msc_childhood_studies
UNITED STATES		
MS and PhD, Child, Youth and Family Studies	University of Nebraska - Lincoln	http://www.unl.edu/gradstudies/prospective/programs/ChildYouthAndFamilyStudies
MA and PhD, Childhood Studies	Rutgers-Camden	http://childhood.camden.rutgers.edu/graduate-program/ma/ http://childhood.camden.rutgers.edu/graduate-program/phd/
MSc in Family & Child Studies	Texas State University San Marcos	http://www.fcs.txstate.edu/degrees-programs/fcd/fcdgrad.html



HERBERT AND VIOLETTA HALPERT WRITING PRIZES IN CHILDREN'S STUDIES

Since 2009-10, these prizes have been awarded to the most outstanding pieces of writing by *Children's Studies* majors or minors at each of the four year levels in *Children's Studies* courses for an essay, fieldwork research report, ethnography, or creative piece.

The prizes are named in honour of Dr. Herbert Halpert, a world-renowned folklorist, founder of the Folklore Department at Memorial University and the Memorial University of Newfoundland Folklore and Language Archive, as well as a key mentor to Dr. Carole Carpenter, founder of York's *Children's Studies Program*. Both he and his wife, Violetta Maloney Halpert, were great wordsmiths as well as vigorous supporters of the *Children's Studies Program* from its conception.

All submissions for the prizes are nominated by *Children's Studies* instructors and are judged anonymously by a panel of judges appointed by the *Children's Studies Program*.

All nominees receive a letter of commendation. All prize-winners receive a \$100 prize, a certificate, a citation, and a letter of commendation. The prizes have now been recognized as official awards at York University.
Halpert Writing Prize Winners:

2009-10 – Marlene Almeida, Elissa Grossman, Lisa Peppard, Melanie Rubinoff, Katie England

2010-11 – Kathryn Hewitt, Yossi Berklin, Jessica Donaghey, Kelly McCullough

2011-12 – Rebecca Braun, Ashley Crichton, Miriam Porter, Sanaya Mohamed

2012-13 – Krisandra Janowicz,
Rebecca Braun, Kinga Budziszewska, Caitlin Hewitt

2013-14 – Amelia Simpson,
Krisandra Janowicz, Kinga Budziszewska, Angela Josipovic

2014-15 – Jenna Tinney-
Dickinson, Roselle Accardo,
Samar Shaikh, Rebecca Braun

2015-16 – Mariah Marcutti,
Andrew Hong, Julie Dao, Daniela Quiquero



INTERNATIONAL OPPORTUNITIES

There are volunteer and study abroad positions, some pertaining to children and youth, available through York International (200 York Lanes, 416-736-5177).



The *Children's Studies Program* has partnered with the National University of Ireland in Galway to create an exchange program which, since 2010-11, has seen several York students attend NUI Galway in fall semesters and several NUI Galway students attend York in winter semesters. A new international exchange has been arranged with the Faculty of Education of Malmö University, Sweden. For information regarding exchange opportunities, please contact the *Children's Studies Program* Coordinator.



York University *Children's Studies* Exchange Students who have studied for one term at the National University of Ireland, Galway:

Fall 2010 – Megan Nolan
Fall 2011 – Alyssa Heshmat
Fall 2012 – Patricia Angle
Fall 2013 – Lisa Clark
Fall 2014 – Natalie Leverage





Team Limpopo 2014



In Summer 2014, the *Children's Studies Program* launched its first international course, AP/HUMA 4147 6.0, *International Field Study Tour: Children's Culture in Context*. Professor Andrea Emberly and fifteen *Children's Studies* students spent a month studying and doing community-based work with children and youth in Limpopo, South Africa. See an article about their experience at <http://file.news.yorku.ca/2014/05/30/fifteen-york-students-learning-about-children-village-life-in-south-africa/>.



In Summer 2015, a new group of students made up Team Limpopo 2015, spending a month living with families and working with children in a rural Venda community. Before leaving for South Africa, Team Limpopo raised

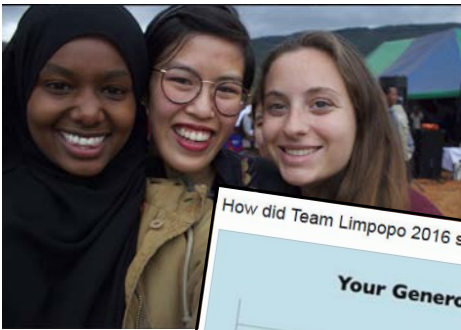
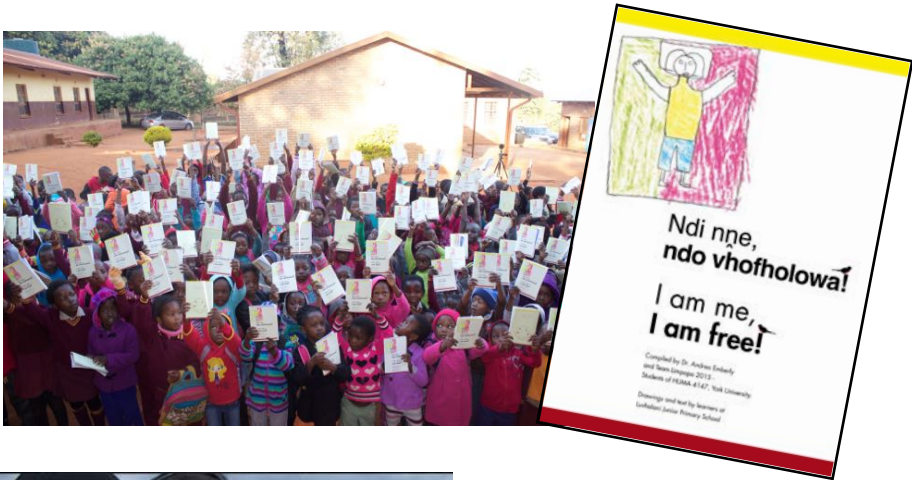
**YORK UNIVERSITY SUMMER STUDIES
CHILDREN'S CULTURE IN CONTEXT
SOUTH AFRICA 2015**



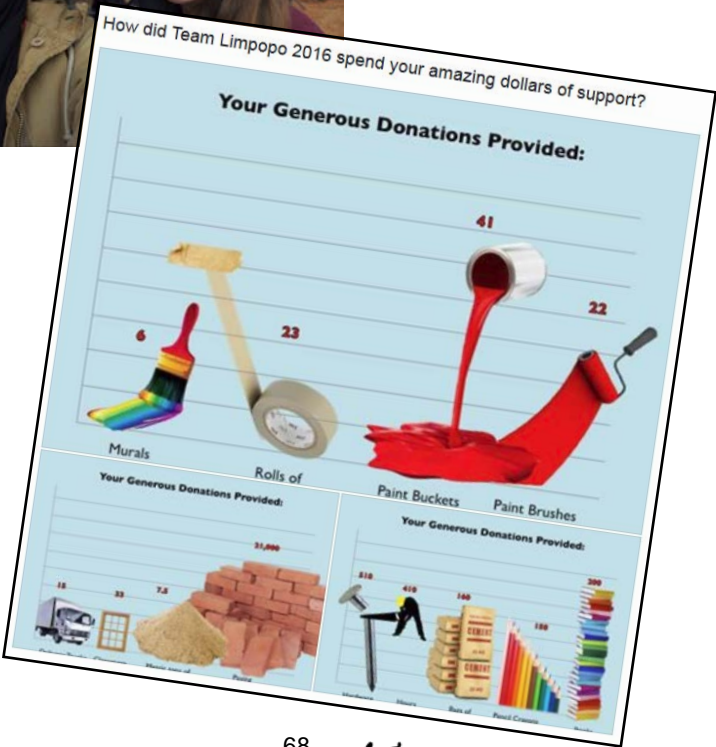
more than \$9,000 towards several important projects. At Tshakhuma Primary School, they helped tile a school hall to be used for music practices, classes, and community gatherings. At Luvhalani Junior Primary School, they painted murals. At Raluthaga Senior Primary School, they decorated a computer classroom especially for a donation of 20 laptop computers Professor Emberly received from Longview Systems in Calgary. And with the help of 240 young students, the York students collaborated on a children's book written in both Tshivenda and English. The



book has now been published by a local publisher, with copies given to each of the proud contributors.



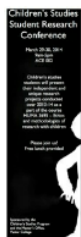
And in Summer 2016, the third Team Limpopo had another successful course : "Painting! Murals! Paving! Classroom building! Book writing!"



PEER MENTORS FOR CHST STUDENTS

Students are encouraged to meet with Vanier College / Children's Studies Peer Mentors for 2016-17 (all upper-level students in the Children's Studies Program). Children's Studies students can drop in during the daytime in Vanier College 121 or book an appointment at vcmentor@yorku.ca. Students can discuss their progress in courses, challenges they are facing, drafts of assignments, or steps to take to improve grades.

STUDENT RESEARCH CONFERENCES



From March 25 to April 3, 2013, HUMA 3695 students presented their first *Children's Studies Student Research Conference*, sharing their research on "Children and School," "Youth Culture," "Views and Opinions of Children and Youth," "Children, Youth, and Their Worlds," and "Children, Race, and Identity."

On March 29 and 30, 2014, the second *Children's Studies Student Research Conference* was held, with panels of papers on "Media and Technology," "Friendship," "Sport & Play," "Family," "Culture," and "Im/Migration and Identity."



On December 1 and 3, 2014, the third *Children's Studies Student Research Conference* was held, with panels of papers on "Gender and Childhood," "Children's Cultural Worlds," "Childhood and Space," "Children and the Arts," and "Identity and Childhood."

On March 28 and 30, 2016, the fourth *Children's Studies Student Research Conference* was held, with panels of papers on "Education, Leisure, & Play," "Arts & Language," "Internet & Online Lives," "Gender, Sexuality, & Dating," "Families, Relationships, & Agency," and "Identity, Socialization, & Connection."

STUDENT SUCCESS SERIES (VANIER COLLEGE & CHILDREN'S STUDIES PROGRAM)

Special events in FW 2015-16 through the Vanier Student Success Series for *Children's Studies* students included:

EVENT
Getting to Know the <i>Children's Studies Program</i>
Graduate Studies for <i>Children's Studies</i> Students
Studying for <i>Children's Studies</i> : What Successful Students Do



Conversations with <i>Children's Studies</i> Graduates
<i>Children's Studies</i> Library Research Workshop
<i>Children's Studies</i> Essay Writing Workshop
Are You Getting the Most from your <i>Children's Studies</i> Lectures and Tutorials?

SYMPOSIA SPONSORED BY THE *CHILDREN'S STUDIES PROGRAM*

The *Children's Studies Program* has presented several symposia.

On March 19, 2010, the *Children's Studies Program* held a one-day conference called "**Another World is Possible**" which focused on two panels and a roundtable discussion on social justice writing for children and teens. The first panel, "**Writing about the Past in the Present**," focused on how writers bring alive the stories of young people who took an active role in making history and included Kathleen McDonnell, Celia Lottridge, and Kathy Kacer. In "**Tackling Contemporary Politics**," Rukhsana Khan, Sharon McKay, and Allan Stratton looked at how writers tackle difficult political issues and make them relevant to young readers. A roundtable discussion followed in which writers and attendees examined the question of whether social justice literature inspires young people to be better citizens. The conference also included the launch for Carole Carpenter and Femida Handy's picture book, *Sandy's Incredible Shrinking Footprint*.

On January 22, 2011, the *Children's Studies Program* and the *Association for Research in Cultures of Young People (ARCY)* presented a symposium on "**Youth, Rights, Citizenship**," coordinated by Professor Stephen Gennaro from York University. Panels on "**Citizenship: At Home, At School, and On the Street**," "**Children's Rights and the Aesthetic of Citizenship**," and "**Citizenship Within the Digital Domain**" included topics such as homelessness, global childhoods, relationships between arts and agency, and Facebook and My Space. Presenters came from across Canada and included *Children's Studies* faculty, students, and even the child of one student.

On October 21, 2011, the *Children's Studies Program* and the *Association for Research in Cultures of Young People (ARCY)* presented a symposium on "**Children's Material Culture**," coordinated by Professor Stuart Poyntz from the School of Communications at Simon Fraser University. Panels on "**Historical Reflections on Children's Material Culture**" and "**Children's Contemporary Material Culture**" included topics such as dolls in Ancient Greece, Popeye, the Olsen's, Facebook, Twitter, and WebKinz.

In Summer 2017, the *Children's Studies Program* will host the Biennial Congress of the International Research Society for Children's Literature (IRSL). Professors Cheryl Cowdy and Peter Cumming are co-convening this gathering of several hundred scholars from more than forty countries. The theme of the Congress is "Possible & Impossible Children: Intersections of Children's Literature and Childhood Studies." See more information at <http://www.yorku.ca/irsl17/>.



USEFUL LINKS FOR CHST STUDENTS

Access your Profile; Courses, Exams & Grades; Finances; Library; and Mail

<https://my.yorku.ca/c/portal/login>

Add/Drop Courses

https://wrem.sis.yorku.ca/Apps/WebObjects/REM.w_0a/wa/DirectAction/rem

Advising, *Children's Studies* <http://www.yorku.ca/laps/huma/chst/advising.html>

Bookstore, York University <http://bookstore.yorku.ca/>

Career Centre <http://www.yorku.ca/careers/>

Convocation <http://www.yorku.ca/mygrad/>

Current Students <http://www.yorku.ca/yorkweb/cs.htm>

Degree Progress Report <http://www.yorku.ca/roweb/mydegreeprogress/index.php>

Future Students <http://futurestudents.yorku.ca/>

Graduating With Distinction <http://www.yorku.ca/mygrad/info/faq/honours.htm#AP>

Important Dates <http://www.registrar.yorku.ca/enrol/dates/>

LaMarsh Centre for Child and Youth Research <http://www.yorku.ca/lamarsh/index.html>

Libraries, York University <http://www.library.yorku.ca/>

Peer Mentors, Vanier College ***

Petitions, Academic <http://www.yorku.ca/laps/council/students/petitions.html>

Registrar's Office <http://www.registrar.yorku.ca/index.php>

Repeating Courses <http://www.yorku.ca/univsec/policies/document.php?document=92>

Search for Courses <https://w2prod.sis.yorku.ca/Apps/WebObjects/cdm>

Workshops <http://www.yorku.ca/laps/students/engage/workshops/index.asp>

Writing Department <http://www.yorku.ca/laps/writ/>



Children's Studies Program

