

Spring 2010 Childhood Studies Graduate Courses

Childhood Studies

Proseminar 2

56:163:502

MW 4:20pm – 5:40pm

Professor Cook

Required for 1st year Ph.D. students. Not available for other students.

The proseminar in Childhood Studies is a year-long investigation into some of the important issues, concepts and debates that surround the study of children and childhood(s) today. We will explore various changing and nuanced definitions of "the child," ethical dilemmas in working with children, the history of western childhood and global childhoods, race, class, gender and sexuality, the manipulation of images of childhood and the child's agency in helping to form or to combat those images. We will consider the nature of the concept of "the child" and "childhood" in dialogue with the realities of lived experience--in the present and in the past, in the west and in other parts of the world.

African Childhoods

56:163:654

M 6:00-8:40pm

Professor Coe

This course explores the diversity of African childhoods, in different communities and contexts. The course will explore a number of different themes: how child development and expectations for children vary in African communities, how children experience Western schooling and socialization by their communities, and how children are active agents, contributing to cultural continuity at times but also cultural ruptures in war, urban migration, and challenges to authority. We will also examine the roles of children at a variety of different ages---from babyhood to youth. Much that we read will challenge visions of childhood and expectations and roles of children learned in contemporary US communities.

History of Childhood

56:163:531

W 6:00-8:40pm

Professor Miller

How were children transformed from unsaved souls to "little savages" to the very embodiment of innocence? When, and why, did children lose their role as contributors to the family economy and instead become quarter-of-a-million dollar investments (according to the US Department of Agriculture)? Why do Americans seem obsessed with protecting their kids from illicit drugs, while at the same time medicating them for a host of ills—from being antsy to being short?

Although this course will include material from Colonial times to the present day, it is not so much a survey of American children's history as an historical investigation of the pivotal turning points in how Americans viewed their children. Topics will include sexuality and free speech, juvenile justice and civic responsibility, as well as kids' relationship to families, consumer culture and medical professionals.

Theories of Childhood Studies Th 6:00-8:40pm
56:163:695 Professor Waters

The development of Childhood Studies has been influenced by a range of disciplinary and theoretical perspectives. In this seminar we will explore in depth salient theoretical works emerging from diverse disciplines including philosophy, social anthropology, sociology, psychology, economics and development studies. It will include examining the work of mid to late 20th and 21st century authors whose wide theoretical perspectives have had a strong and pervasive influence on the field both in the industrialized and “developing” worlds. Key authors to be studied include Michel Foucault, Amartya Sen, Martha Nussbaum, Walter Benjamin, Nancy Scheper-Hughes, Aihwa Ong, Pierre Bourdieu, Richard Sennett and Judith Butler. This course will include detailed examination and discussion of selected texts and of their impact on the field.

Urban Education T 6:00-8:40pm
56:163:630 Professor Silver

This seminar will investigate urban schools as sites of struggle. Using sociocultural and historical frameworks, we explore key debates in defining the purposes and practices of education in U.S. cities. This course examines the relationship between schools and their urban environments, looking at how schools perpetuate or contest inequalities of opportunity, segregation, and economic disparities. The course will also examine contemporary reform movements and the perspectives of children and youth, exploring new directions for reimagining and recreating urban schools.

Play and Play Theory W 6:00-8:40pm
56:163:694 Professor Cook

This seminar examines the conceptual, social, cultural and historical contours of play as approached by scholars in various fields of inquiry including, among others, psychology, history, geography, anthropology and sociology. Emphasis is placed on critically examining how thinkers conceptualize the role and meaning of play in childhood, learning, evolution and development with an eye toward unpacking guiding assumptions underpinning contentions regarding the nature and value of play. Humor, games, sport, ritual and festival are among the variety of play forms to be examined. Students are expected to bring their own problems and projects to the class and engage in their own research in conversation with course materials and class discussion.

English
Introduction to Graduate Literary Study W 6:00-8:40pm
56:350:503 Professor Fitter

The course aims to develop the students’ skills in textual exegesis (i.e. the close reading of a text); to introduce them to the library resources, particularly bibliographic; and to familiarize them with a variety of theoretic paradigms currently in use in the critical analysis of literature (namely traditional Liberal Humanism; Structuralism; Historicism

and Marxism; Feminism; and Post-Structuralism.) In pursuing these goals, the course will encourage students to work with texts drawn from the Master of Arts Comprehensive Examination Reading List. Students will each be asked (1) To write, on the basis of directed reading, a brief (2-page) summary of each of the major critical schools discussed; (2) To choose a text, give an initial in-class explication of it (20 minutes), later produce a bibliographic report on criticism of it, and finally submit a term paper on the text and its critical reception.

This course satisfies one of the three required research methods courses for Childhood Studies PhD students.

Statistics Either one of the following courses will fulfill the quantitative methods requirement.

Statistics & Research Design
56:830:650

T 6:00-8:40pm
Professor Duffy

This second-semester course is a continuation of Research Methods, and builds upon knowledge and skills acquired in that course. The focus is on the multivariate design issues students will confront in applied research settings. The course covers between-and within-subjects designs and mixed models, regression and covariance analysis, and other univariate and multivariate techniques, relying on computerized data analysis and graphical representation.

Students who enroll in this seminar are expected to be comfortable with basic statistical concepts (random samples, normal distributions, hypothesis testing, and parameter estimation) basic descriptive statistics (mean, variance, and correlation) and basic statistical tests (z-tests, t-tests, chi-square tests, F-tests, and linear regression).

Data Analysis Criminal Justice (Stats)
56:202:601

W 6:00-8:40pm
Professor Siegel

This course provides students with a grounding in the basic tools used in quantitative analysis in the field of criminal justice along with an introduction to the statistical issues involved in the design and logic of research. Students learn to use various nonparametric measures of association as well as parametric tests of significance and are introduced to the fundamentals of correlation, regression, and hypothesis testing.