Senior Seminar in Childhood Studies: Child and Youth Activism

50:163:480:01

Spring 2023

Monday and Wednesday: 9:35 am – 10:55 am

Business & Science Building (Room: 134)

Instructor: Dr. Lauren Silver (she/her)

Office: Room 218, Artis Building, 329 Cooper Street, Camden NJ 08102

Office Hours: Monday and Wednesday: 1-3 pm

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Teaching Assistant: Cecelela Tomi

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COURSE DESCRIPTION:

The Senior Seminar in Childhood Studies is the capstone course for the Childhood Studies major.  Childhood Studies majors take this seminar in their final semester.  As such, this course represents the culminating intellectual experience of the multi-disciplinary innovative degree we call Childhood Studies.  The seminar has a broad organizing topic, “Child and Youth Activism," that we will approach from multiple perspectives. We will read widely in social science scholarship, journalistic reporting, and explore a range of youth social justice activist projects. We will begin by developing a ‘tool box’ of critical concepts that we will use throughout the course to understand and analyze the materials that we read and research. Course materials will examine a range of issues that reflect key contemporary social and environmental challenges faced by our world and particularly, how children and youth actively address and transform these problems, informing greater justice in our communities. Child activism provides us with an opportunity for recognizing children’s agency and voice, as well how intergenerational relationships shape the forms youth activism take. Youth activism exists within preexisting and longstanding power hierarchies even as young people work collectively to assert their voices and needs. In this class, we explore a range of activist areas including the environment, schooling, racial justice, child welfare, queer and trans children’s justice, reproductive justice, disability, as well as immigration and citizenship. As we consider these topical areas, we explore a range of modes for activism including the digital, stories, film, in-person organizing, policymaking, and other creative forms. We will guide one another to ponder, dig deep, critically question, challenge and transform our inquiries around justice, activism, and children’s roles in transforming our world.

As a course fulfilling the “WRI” (writing) requirement, and in response to the shared goal that all majors graduating with a Childhood Studies degree be proficient critical thinkers and writers, writing and re-writing will be emphasized in this seminar. **This is a writing intensive class in which a significant portion of the class will be devoted to writing, revising, and re-writing.** To that end, we will spend time in class discussing the writing process, revision process and workshopping writing skills and we will spend time outside of class in writing itself. Writing assignments will include analytical reflections, peer review, writing process assignments, revision and a culminating research paper on the broad topic of activism and childhoods (students will choose their own research topic within this category).

BOOKS:

Johnson, George M. 2020 *All Boys Aren’t Blue: A Memoir-Manifesto.* New York: Farrar Straus Giroux.

Hogg, Lauren E. with Zuiker, Anthony and Hudson, Don. 2019. *Activist: A Story of the Marjory Stoneman Douglas Shooting*. New York: Zuiker Press.

***Your books can be purchased from our local independent bookstore, La Unique African-American Bookstore and Cultural Center, 856-338-1958 111 North 6th Street Camden 08102***

BRIEF DESCRIPTION OF ASSIGNMENTS AND GRADED WEIGHTS:

Your final grade will be based on the following assignments. Assignment details are available on Canvas for you to review at any time. All assignments are due electronically via Canvas unless otherwise noted. Assignments should be submitted in Microsoft Word (.doc, .docx) format. If you do not have Microsoft office, please see:  https://it.rutgers.edu/microsoft-office/microsoft-office-for-students/ We will discuss each assignment prior to each due date. Due dates are indicated on the below schedule.

|  |  |
| --- | --- |
| Participation * Attendance, journals, and peer accountability (20%)
* Childhood Studies Majors Survey (5%) (due 1/23)
 | 25% |
| “What Is Childhood Studies?” video presentation (due 2/1)  | 5% |
| 2 short essays (3-5 pages each)  • Essay 1: Activist Organization AnalysisDue 2/13 (15%)  • Essay 2: Activist Mode AnalysisDue 3/8 (15%) | 30% |

|  |  |
| --- | --- |
| Final Paper  At the end of the semester, you will write a 10 to 12-page final paper that analyzes a particular question around child activism in depth. A full-length rough draft will be due prior to the final draft.  • Research brief: (due 4/3): 5% • Full-length draft: (due 4/24) 10% • Presentation: (due 4/26 or 5/1) 5% • Final paper: (due 5/8) 20% | 40% |

Attendance and Participation: Students are expected to come to every class and to participate regularly.  A seminar is only as successful as everyone’s participation allows it to be. Attendance will be taken at the beginning of every class. After three unexcused absences, your participation grade will be lowered for each subsequent unexcused absence.

Journal Entries (10%)

Before each class, you will complete required readings and/or listen to a podcast or view a film, as indicated on the syllabus schedule. You will respond briefly to a journal prompt for each class meeting and responses should be approximately 200 words. Alternatively, you may decide to respond to the prompt through art work, or create a graphic representation (see for example: <https://www.radicalroadmaps.com/>)

Your journal responses will be collected during class at **5 unannounced times (each journal is worth 2 points for a total of 10 points)** throughout the semester. Make sure you either type up your responses and bring a copy with you for class or you can hand write your entries and keep them on detachable pages. Keeping up with journal prompts is important because you will draw upon them when you write your analysis essays and final paper.

Class Discussions: Students are expected to have prepared the assigned material for class. Each class will be organized around a discussion of some of the main points and concepts in the assigned reading. Please come to class ready to discuss the article. This includes: drawing attention to the author’s arguments and how these helped you understand children’s activism; making a note of what kind of evidence the author used to support their arguments and whether this was convincing; taking notes on what was difficult to comprehend in the piece; sharing what you would have liked to hear more about etc. As this is a small sized class, please ensure that you do the reading and come to class ready to discuss the assigned article.

Peer Accountability (5%): When we get to the Final Paper section of the class, we will be working with a partner or two to help refine each other’s research and writing. An expectation of this class is that you are responsible for providing constructive feedback to your partner, as we complete our final course papers. Additional details will be available soon.

Childhood Studies Assessment (5%): Each year the Department of Childhood Studies asks questions of its majors in the Senior Seminar. These questions are meant to help us to plan for the future.  Each student will complete a short anonymous survey.  **Upon completion of the survey and questions in class you will need to take a photograph of the final page of the survey and upload this to the Canvas site as proof that you have completed this survey.** Students who upload this page will receive 5 points within their participation grade.  We need everyone to participate and appreciate hearing from our majors very much! **Due: Monday, January 23**

SCHEDULE OF READINGS AND ASSIGNMENTS-

We will make every attempt to follow this schedule, but it is subject to change at the instructor's discretion. Please complete the assigned readings before class.

**WEEK 1**

**Wednesday, January 18**

* Discussion of Course; Sharing of Syllabus and Expectations; Navigating Canvas. What is child activism? How do we take a unique childhood studies approach to youth activism? Why is youth activism an essential topic on which to focus our culminating class?
* Discussing Writing: Do you like to write? What kind of writing do you like writing or reading?? What helps you write? What gives you trouble while writing?

**WEEK 2**

**Monday, January 23**

**Module: Frameworks**

Ginwright, Shawn A. (2010) Peace Out to Revolution? Activism Among African American Youth. *Young,* 18(1): 77–96

Robin D.G. Kelley with Eve Tuck and K. Wayne Yang. (2013) Chapter 6: Resistance as Revelatory. *Youth Resistance and Theories of Change*. New York: Routledge.

**DUE: Complete Childhood Studies Majors Survey and Assessment (5 points of participation grade)**

**Wednesday, January 25**

Julie C. Garlen & Sarah L. Hembruff. (2022) Children as ‘difference makers’: viral discourses of childhood innocence and activism in #Blacklivesmatter, *Children's Geographies*, DOI: 10.1080/14733285.2022.2142037

Selections from *TeenVogue*:

Tarr, Delaney. December 7, 2022. Youth Gun Violence Activists Can’t Be Asked to Save the World. *TeenVogue*. <https://www.teenvogue.com/story/delaney-tarr-youth-gun-violence-activists-december-2022-special-issue>

Berg, Alex. December 20, 2022. How the Supreme Court’s Abortion Decision Left Many Youth Behind. TeenVogue

https://www.teenvogue.com/story/how-the-supreme-courts-abortion-decision-left-many-youth-behind

**WEEK 3**

**Monday, January 30**

**Module: Frameworks**

Liou, Al and Literat, Ioana. (2020) “We Need You to Listen to Us”: Youth Activist Perspectives on Intergenerational Dynamics and Adult Solidarity in Youth Movements. *International Journal of Communication* 14, 4662-4682.

In-class short film: Polling for Justice

**Wednesday, February 1**

Maher, Thomas V and Jennifer Earl. (2019) Barrier or Booster? Digital Media, Social Networks and Youth Micromobilization. *Sociological Perspectives* 62 (6): 865-883.

**DUE: Childhood Studies Videos**

**WEEK 4**

**Monday, February 6**

**Module: Banned Book Activism—Who’s Stories Get Told?**

Johnson, George M. (2020) *All Boys Aren’t Blue: A Memoir-Manifesto.* New York: Farrar Straus Giroux.

https://www.huffpost.com/entry/book-ban-all-boys-arent-blue\_n\_632df6c2e4b00f7fcb527975

**Wednesday, February 8**

Johnson, George M. (2020) *All Boys Aren’t Blue: A Memoir-Manifesto.* New York: Farrar Straus Giroux.

<https://podcasts.apple.com/us/podcast/the-kids-are-all-right-the-adults-are-f-ing-up/id1534591370?i=1000578009151>

**Monday, February 13**

**Module: Environment**

Cairns, Kate (2021) “Caring about water in Camden, New Jersey: social reproduction against slow violence. Gender, Place & Culture, DOI: 10.1080/0966369X.2021.1997940

**DUE: Essay 1**

**Wednesday, February 15**

Watch Youth V. Gov Documentary

https://www.youthvgovfilm.com/

Climate Influencers and the Politics of Attention

<https://edgeeffects.net/youth-climate-activists/>

Librarian, Samantha Kannegiser, to visit class.

**WEEK 5**

**Monday, February 20**

**Module: Police Out of Schools!**

Warren, Mark R. (2021) Willful Defiance: The Movement to Dismantle the School-to-Prison Pipeline. (Selected chapters) New York: Oxford University Press.

<https://www.youtube.com/watch?v=NIY8zEKpC5w>

**Wednesday, February 22**

Jeremiah, C., Brayboy, B.M.J., & Vaught, S.E. (2022) *The School-Prison Trust*. (Selected chapters) Minneapolis: University of Minnesota Press.

The Criminalization of Black Girls in Schools.

<https://www.theatlantic.com/education/archive/2016/03/the-criminalization-of-black-girls-in-schools/473718/>

Interview with Monique Morris:

https://www.npr.org/transcripts/707191363

Final Paper Discussion: Selecting a Topic

**WEEK 6**

**Monday, February 27**

**Module: Child Welfare & Education**

Toward the Abolition of the Foster Care System:

<https://sfonline.barnard.edu/toward-the-abolition-of-the-foster-system/>

Selections from Rise Magazine

<https://www.risemagazine.org/2019/06/this-is-not-a-child-safety-crisis/>

**Guest Speaker: Deszeree Thomas JD, MSEd, MBA, PhD candidate in childhood studies**

Supplemental:

The Carceral Logic of Child Welfare

https://www.dissentmagazine.org/online\_articles/carceral-logic-child-welfare-dorothy-roberts

Documentary Film: Foster

**Wednesday, March 1**

Silver, Lauren J. (2020) Transformative childhood studies – a remix in inquiry, justice, and love, *Children's Geographies*, 18:2, 176-190, DOI: 10.1080/14733285.2019.1610155

**WEEK 7**

**Module: Citizenship?**

**Monday, March 6**

Taft, Jessica. (2017) “Continually Redefining *Protagonismo*: The Peruvian Movement of Working Children and Political Change 1976-2015” *Latin American Perspectives*. Issue 228, Vol. 5, September 2019, pp. 90-110.

**Guest Speaker: Dr. Jessica Taft, Professor of Latin American and Latino Studies at the University of California, Santa Cruz. (via Zoom)**

**Wednesday, March 8**

Patler, Caitlin. (2018) “Citizens but for Papers:” Undocumented Youth Organizations, Anti-Deportation Campaigns, and the Reframing of Citizenship. *Social Problems*, 65, 96-115.

Final Paper Discussion: Drafting A Thesis and Introduction

**DUE: Essay 2**

**WEEK 8**

**SPRING BREAK**

**WEEK 9**

**Module: Visual Forms of Activism**

**Monday, March 20**

Hogg, Lauren E. with Zuiker, Anthony and Hudson, Don. 2019. *Activist: A Story of the Marjory Stoneman Douglas Shooting*. New York: Zuiker Press.

**Wednesday, March 22**

Hogg, Lauren E. with Zuiker, Anthony and Hudson, Don. 2019. *Activist: A Story of the Marjory Stoneman Douglas Shooting*. New York: Zuiker Press.

Final Paper Discussion: Evaluating Evidence

Visit from Career Center

**WEEK 10**

**Module: Youth Activism in Tanzania**

**Monday, March 27**

Cecelela will present.

Reading TBD

**Wednesday, March 29**

Cecelela will present.

Reading TBD

**WEEK 11**

**Module: Reproductive Justice**

**Monday, April 3**

Coe, Anna-Britt, Goicolea, Isabel, Hurtig, Anna-Karin, and San Sebastian, Miguel. (2015) Understanding How Young People Do Activism: Youth Strategies on Sexual Health in Ecuador and Peru. *Youth & Society* 47 (1): 3-28.

**DUE: Research Brief**

**Wednesday, April 5**

Barcelos, Chris A. (2020) *Distributing Condoms and Hope: The Racialized Politics of Youth Sexual Health* (select

chapters). Oakland: University of California Press.

**Creating an Outline**

**The Final Paper**

**WEEK 12**

**Monday, April 10**

Writing the Draft

**Wednesday, April 12**

Good Writing Happens in Revision

**WEEK 13**

**Monday, April 17**

**Wednesday, April 19**

**WEEK 14**

**Monday, April 24**

**DUE: Final Paper Drafts**

**Wednesday, April 26**

**Presentations**

**WEEK 15**

**Monday, May 1**

**Presentations**

**Final Version of Research Paper Due: May 8 by 11:55pm**

COURSE OBJECTIVES:

The objectives of this Course are the following:

1. Increase students’ knowledge about how children are active players in social activism and social movements in the US and across the world.
2. Strengthen students’ understanding of child activism as a historical and global phenomenon.
3. Increase students’ abilities to compare and contrast the effects of advocacy on children’s lives within and across different national contexts.
4. Improve students’ ability to write clearly and effectively in a variety of formats, including the analytical essay and the research paper
5. Write approximately 25 pages of revised and polished prose over the course of the semester

LEARNING OUTCOMES:

“Learning outcomes” reflect the knowledge, skills and awareness students should gain and demonstrate by the conclusion of the course.

By the conclusion of this course, students should:

* Gain a broad and multi-disciplinary understanding of modes of child activism and the role children and adults play in social and environmental movements.
* Be able to demonstrate a more complex understanding of child activism and be able to engage more critically with broader social issues of justice and power.
* Be able to synthesize ideas about structural inequality and its effects on critical aspects of children's lives like schooling, environment, care, gender etc. and specifically, how children have responded to these structures.
* Be able to engage critical thinking and effective communication skills in writing about children and activism in multiple assignments as well as in the sustained thinking and writing required for a 10-12 page research paper.
* Be able to place knowledge about child activism within the larger context of the field of childhood studies

**General Education WRI**:  Please note that this class is approved for the *Writing Intensive* (WRI) designation within the General Education curriculum.

This course fulfills the following expectations required by all approved WRI courses:

* Course learning goals reflect a focus on writing as an integral mode of learning and information literacy
* At least 33% of the course grade based on writing
* At least 20% of class time dedicated to writing in the form of direct instruction, examining models, drafting work, peer review, and instructor feedback
* At least 14 pages of formal writing required and distributed over multiple assignments
* Opportunities for revision after substantive instructor feedback integrated into syllabus

GRADE CONVERSION

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | A | 100 –90 |  |  |
|  | B+ | 89.9 – 84.5 | B | 84.49 – 79.5 |
|  | C+ | 79.49 – 74.5 | C | 74.49 – 69.5 |

COMMUNICATION

I will do my very best to respond to emails within 24 hours. During the weekends, I do not usually check my Rutgers email. I will use Canvas to communicate information related to our class regularly, so please ensure to check your email account and the Canvas site continuously.

CANVAS

We will be using Canvas as our course platform. All the assigned readings (except the required books) are available on Canvas.

To get started, go to canvas.rutgers.edu and log in with your Rutgers net I.D. and password.

If you experience any trouble, please contact the Camden Help Desk: help@camden.rutgers.edu

**833-648-4357**

**856-225-6274 (Camden OIT)**

ACADEMIC INTEGRITY

Rutgers University takes academic dishonesty very seriously. By enrolling in this course, you

assume responsibility for familiarizing yourself with the Academic Integrity Policy and

the possible penalties (including suspension and expulsion) for violating the policy. As

per the policy, all suspected violations will be reported to the Office of Community

Standards.

Academic dishonesty includes (but is not limited to):

* cheating
* plagiarism
* aiding others in committing a violation or allowing others to use your work
* failure to cite sources correctly
* fabrication
* using another person’s ideas or words without attribution
* re-using a previous assignment
* unauthorized collaboration
* sabotaging another student’s work

If in doubt, please consult the instructor. Please review the Academic Integrity Policy at: <https://nbacademicintegrity.rutgers.edu>

ADA STATEMENT

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Disability Services (ODS).

OFFICE OF DISABILITY SERVICES (ODS)

The Office of Disability Services provides students with confidential advising and accommodation services to allow students with documented physical, mental, and learning disabilities to successfully complete their course of study at Rutgers University – Camden. The ODS provides confidential documentation and verification of student accommodations and communicates with faculty regarding disabilities and accommodations. The ODS provides accommodation services, which can include readers, interpreters, alternate text, special equipment, and note-takers. The ODS acts as a signatory for special waivers. The ODS also works with students, faculty, staff, and administrators to enforce the Americans with Disabilities Act of 1990.

Director of Disability Services, Rutgers-Camden (all schools including law)

Erin G. Leuthold, MS Ed

1. (856) 225-6442
2. (856) 225-6443 Rutgers-Camden Learning Center Armitage Hall, Room 231

## CHILDCARE/FAMILIAL CARE

Many students have care responsibilities for a child or an older family member in their life. If your responsibilities as a caregiver ever come into conflict with the course schedule, please do not feel as though you need to miss class, especially with our current circumstances. If this happens, do not hesitate to contact me so we can rearrange your schedule.

## COVID-19 STATEMENT

As a global community, we are facing unprecedented times that affect us all but in different and changing ways. It is a time that calls for unity, solidarity, and empathy. In case of sickness, changing circumstances, or family emergencies, please take care of yourself and your loved ones first. In due time, please let me know of your circumstances so we can work together for a solution.