

Introduction to Childhood Studies

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Images by Melanie Cervantes

Course Description:

This course introduces students to the multidisciplinary field of Childhood Studies. We will identify and question taken-for-granted narratives about children and childhood and explore how understandings, experiences, and assumptions about childhood vary across historical, cultural, and geographical contexts. We will explore how children make sense of these contexts and their own identities within and in resistance to systems of oppression while also examining the significance of race, ethnicity, class, disability, gender, nationality, and language within children's lives. Core themes include: (1) the foundations of Childhood Studies; (2) multiple childhoods across contexts; (3) and contested childhoods.

Course Objectives:

- Introduce students to the interdisciplinary field of childhood studies, including its key concepts, methods, and theoretical frameworks.
- Encourage students to reflect on, question, and critique socially constructed beliefs about children and childhood.
- Explore the diversity of children's experiences within and across historical, cultural, and geographic contexts.
- Consider how childhood studies research, pedagogy, and activism can inform professional, personal, and academic contexts that center children and childhood.

General Education Learning Goals:

Please note that this class is approved for the United States in the World (USW) Themes and Approaches and for the Diversity (DIV) cross-cutting category under the General Education curriculum. Upon completion of this course, students will be able to do the following:

- Develop and demonstrate foundational understanding of core concepts in childhood studies (DIV 2);
- Use course concepts/personal experience to analyze, question, and deconstruct cultural ideas and narratives of childhood;
- Explore how notions of childhood and children's experiences may differ across historical contexts, geography, and social identities such as gender, race, ethnicity, social class, language, ability/disability, and national/cultural contexts (USW 3);
- Critically analyze how societal and personal understandings of children and childhood are created through institutions (family, work, school, community) and patterns of social relations (age, gender, class, race, ethnicity, place) in the United States, presently and historically (USW 3 & DIV 6);
- Explore issues in children agency, rights, and work/labor in ways which transcend national borders and their implications for policy and practice (USW 1);
- Demonstrate an awareness of differences, inequities, and resistance of diverse groups (including that of children) to the constructions of childhood and to the experiences and contributions of children to U.S. society (DIV 2).

Course Commitments:

We are here to support, learn, and grow from and with one another. The following commitments reflect expectations that will guide our work together:

- **Active Engagement-** Be as present as possible with your doubts, fears, commitments, experiences, your listening and your sharing.
- **Looking for Learning-** Every one of us brings essential expertise to the space from our personal, academic, and professional experiences. We will learn from and with each other.
- **Leaning into Discomfort-** Engage in conversations that challenge us and/or require us to challenge others. Bring your criticality, care, and curiosity to these conversations.
- **Community Accountability-** We are accountable to one another through care and collective teaching and learning. Be accountable to the ways we are each enabled/advantaged and disabled/disadvantaged by systems of power and oppression and recognize the ways this shows up in our classroom.

Accessibility:

- **Access and inclusion are not an afterthought.** I have worked to make this course as accessible as possible and am open and excited to adjust based on individual and collective needs.

- **All students are welcome in this course.** This includes all peoples with learning, emotional, physical, cognitive, and/or hidden disabilities, illnesses, and injuries, regardless of diagnosis.
- **Inclusion and access are not solely in relation to disability.** Please communicate your name, race, ethnicity, tribal community/nation, pronouns, and any other way you would like our classroom community to know and/or address you.
- **Access is a collective and collaborative project.** We all learn and process information differently. If there is anything that I or your classmates can do to facilitate your learning in this class, please let me know.
- **It is never too late to have conversations about access and flexibility.** Not only do bodies, minds, and circumstances change over time, but it also can take time to find the language needed to describe your needs. I am happy to connect with you throughout this process.
- **Let's stay in touch!** Please know that I intend to do my very best as your instructor to support you, to determine solutions for unforeseen challenges that are reasonable, and to communicate my expectations clearly. In return, I hope that you will communicate your access needs directly to me so that we can work together to make this semester a positive and affirming learning experience.

Course Organization:

Each week, you will engage in a variety of readings that introduce you to key topics, concepts, and issues in the field of Childhood Studies. You are strongly encouraged to take notes on these materials, using the guiding questions I provide in Canvas to support you. **Bringing these notes to class will greatly support you in our activities and discussion.**

- Taking notes might look like identifying key quotes, noting connections across the materials and your own experiences, as well as documenting questions that come up along the way.
- The guiding questions that I offer in Canvas will provide insight into our focus for the next day's class session, including the lecture, the Checks for Understanding, and the Critical Conversation topics (these will each be explained further below).

Course Materials:

All course readings will be available on Canvas. Some readings will be pdf's while others will be links to websites or embedded videos. You are expected to come to class having read/listened/watched required materials and be prepared to discuss the key points and personal insights. **Please make sure you have access to these readings during class (in print or digital format).**

Evaluation Components:

Assignments

- **Checks for Understanding (x7):** There will be 7 "Checks for Understanding" throughout the semester. These will be completed in class at the beginning of the class session that

it is scheduled for. Each Check for Understanding will be about 3-5 questions that are designed for you to express your understanding of key concepts from the assigned material for that day. Reading and listening to the course materials and using the guiding questions to develop your thinking and understanding of the material will support your success on these!

Late Policy:

- If you are absent on the day of a Check for Understanding:
 - Come to office hours or schedule a time to complete it before the end of that part of the course.
 - You can also complete a missed Check for Understanding on our review days, however you won't have the opportunity to retake it if you wait until then. See bullet point below for more info.

Retakes:

- Retakes will be offered on review days that are scheduled at the end of each part of our course (See course schedule below for the dates of our three review days).
 - On review days, you will be able to retake the Checks for Understanding that took place during that part of the course.
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- **Critical Conversations (x15):** Critical conversations will be an important way that we engage collaboratively as a learning community throughout the semester. These conversations will include guided activities that will be completed and turned in during the assigned class sessions. The guided activities will include a variety of personal reflection, partner chats, and small group discussion. The activities will be designed for you to engage critically around the content of our in-class lectures and media while also building on your understandings of the readings and your own experiences. If you are absent from class, you will need to make up these activities independently (Further guidance regarding make-up assignments will be provided in class and within the Canvas make-up assignments).

Late Policy:

- If you are absent on the day of a Critical Conversation:
 - You can complete a make-up assignment for up to two missed assignments due to absences.
 - If you miss more than two critical conversations, setting up a time to check in with me is required.
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- **Connect and Reflect Assignments (x3):** Connect and Reflect assignments will be an opportunity for you to reflect on your own experiences and assumptions related to childhood in connection to your understanding of the core concepts and material from Parts 1, 2, and 3 of the course. Additional details will be provided in Canvas and reviewed in class.

- **Part 1 Connect and Reflect: *Foundations of Childhood Studies***
 - This assignment will address content covered in Part 1 of the course, Sessions 2-8.
- **Part 2 Connect and Reflect: *Multiple Childhoods***
 - This assignment will address content covered in Part 2 of the course, Sessions 10-15.
- **Part 3 Connect and Reflect: *Contested Childhoods***
 - This assignment will address content covered in Part 3 of the course, Sessions 17-25.

Late Policy:

- There is a one-week grace period for turning in Connect and Reflect assignments after the due date. If you do not turn in late Connect and Reflect assignments within one week following the due date, a check in with me is required to see how things are going, what support you may need, and to come up with a specific plan for completing the assignment.
- **Rethinking Childhood (Final Assignment):** For this final assignment, you will explore a dominant narrative (i.e. a myth or socially constructed idea) about children and/or childhood that we worked to identify and rethink this semester. For example, you might choose to explore a narrative that you had not questioned before this class, or maybe one that you had already questioned but you now have a great depth of understanding around it. Once you've identified the dominant narrative (or myth) you want to explore, you will engage in critical analysis to (1) describe the narrative; (2) reflect on how the narrative has shown up in your life (in the media, messages you were taught at home, curriculum or school rules, etc.); (3) provide 2-3 examples from our assigned course readings to challenge this narrative; (4) and identify why reframing this particular narrative is so important when it comes to moving towards more just childhoods. You will need to draw upon at least 3 course readings to support your reflection and analysis. Although it will be important to refer directly to these sources, you should prioritize rephrasing key concepts and arguments in your own words, rather than relying on quotes from the texts. Final papers should be about 4 pages (double-spaced, 12-point font). Further instructions and a rubric will be provided in class and on Canvas.
- **Extra Credit Opportunities (x3):** There will be three opportunities for extra credit throughout the semester. These will be course check-ins that will occur at the end of each of the three parts of the course. The check-ins will be brief surveys through which you can share with me how the course is going for you and anything additional I can do to support you in having a positive and productive experience for the remainder of the semester (See course schedule for due dates). **(1 extra credit point each/3 points total)**

Attendance: Attending class is required for this course and attendance will be taken each class session. Attending class is important for your learning, our collaboration as a learning community, as well as for your grade in the class, as most of the assignments will be completed

during our class sessions. However, flexibility is also an important value in our class given that we are all juggling complex lives within and outside of school. I am always available to check in and support you! Both your learning and well-being are a huge priority!

Attendance Policy:

- **If you miss more than two classes:** Set up a time to check in with me, as missing more than two classes without collaborating on a plan together will compromise your grade. Your well-being is important to me, so I'll also be reaching out to check in. When we meet, we will come up with a plan to best support your success in the class.
- This course is designed to maximize flexibility, however, turning in multiple assignments at the very end of the semester and not attending class consistently throughout the course will result in not passing the class. Check in after missing two classes and we'll come up with a plan!

Grading: This class is designed to support your learning, critical reflection, and participation in our learning community. I'll strive to clearly communicate expectations for assignments through instructions, examples, rubrics, and ongoing announcements and reminders. I am always available to meet to answer questions, engage in further dialogue around course topics, and to support you as you work on your assignments throughout the semester. Below is a summary of your assignments.

Assignment	Due Date	Points	Percentage of Grade
Getting to Know You	<i>See course schedule</i>	4	about 1.5%
Rutgers Shout Out	<i>See course schedule</i>	1	about 0.5%
Checks for understanding (x7)	<i>See course schedule</i>	35 (5 points each)	about 15%
Critical Conversations (x15)	<i>See course schedule</i>	45 (3 points each)	about 19 %
Part 1 Connect and Reflect Assignment	<i>See course schedule</i>	35	about 15%
Part 2 Connect and Reflect Assignment	<i>See course schedule</i>	35	about 15%
Part 3 Connect and Reflect Assignment	<i>See course schedule</i>	35	about 15%
Final Assignment Proposal	<i>See course schedule</i>	3	about 1 %
Final Assignment	<i>See course schedule</i>	42	about 18%
TOTAL: 235 points			

Code of Conduct and Academic Integrity

Rutgers University-Camden seeks a community that is free from violence, threats, and intimidation; is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and does not threaten the physical or mental health or safety of members of the University community, including in classroom space, and a community in which students respect academic integrity and the integrity of your own and others' work.

- **A note on generative AI use in this course:** Since critical analysis and personal reflection are key components of the learning outcomes for this course, the use of generative artificial intelligence tools (e.g. ChatGPT, etc.) is not allowed when constructing written or audio-recorded assignments. Your own learning, authentic insights, and perspectives are valued in our learning community and are the priority of this course. Remember, that bias is embedded within AI and in our class we will be actively working to disrupt such harmful narratives, not perpetuate them. Using AI in written/audio-recorded assignments will be considered as plagiarism. If I have any questions about the authenticity of your work, a one-on-one meeting with me will be required to discuss what occurred and to create a plan for revision or demonstrating your learning in an alternative way.

As a student at the University, you are expected adhere to the Student Code of Conduct and Academic Integrity Policy. To review the academic integrity policy, go to:

<https://deanofstudents.camden.rutgers.edu/academic-integrity>

To review the code, go to: <https://deanofstudents.camden.rutgers.edu/student-conduct>

Learning Center

I am committed to making course content accessible to all students. The Learning Center provides Learning Specialists who can help you build a learning plan based on your strengths and needs. Tutors, study groups and more services are available you for free. Many services are available in virtual formats and after normal business hours. In addition, if English is not your first language and this causes you concern about the course, the Learning Center can help. You can learn more about these services by calling 856-225-6442, emailing rclc@camden.rutgers.edu or learningcenter@camden.rutgers.edu, or visiting the website <https://learn.camden.rutgers.edu/>. You can schedule an appointment with Learning Specialist to create a plan of action using the website.

Office of Disability Services (ODS)

If you are in need of academic support for this course, accommodations can be provided once you share your accommodations indicated in a Letter of Accommodation issued by the Office of Disability Services (ODS). If you have already registered with ODS and have your letter of accommodations, please share this with me early in the course. If you have not registered with

ODS and you have or think you have a disability (learning, sensory, physical, chronic health, mental health or attentional), contact ODS by email (disability-services@camden.rutgers.edu) or phone (856) 225-6954. More information can be found at their website:

<https://success.camden.rutgers.edu/disability-services>.

Name and Pronouns

If you have a chosen name or preferred name other than what is listed on the roster, please let me know. If you would like to have your name changed officially on the Rutgers University-Camden rosters visit: <https://camden.rutgers.edu/office-social-justice-and-belonging/chosen-name-process>. This course affirms people of all gender expressions and gender identities. If I have not used your preferred gender pronouns, please correct me. If you have any questions or concerns, please do not hesitate to contact me directly.

Basic Needs Security

When students face challenges securing food, housing, and/or technology, it can be difficult to learn. If you are in this situation, please contact the Dean of Students. If you feel comfortable, please also let me know, and I will do what I can to connect you with appropriate resources. Our campus offers various services and supports for students; know that you are not alone in dealing with these issues.

- **Dean of Students Office-** You can learn more about the free services by calling 856-225-6050, emailing deanofstudents@camden.rutgers.edu, or visiting the website at <http://deanofstudents.camden.rutgers.edu/>
- **Rutgers-Camden Food Pantry-** You can learn more about this free service by calling 856-225- 6005, emailing scarlet-raptor-foodpantry@camden.rutgers.edu or visiting the website at <https://wellnesscenter.camden.rutgers.edu/ru-camden-raptor-pantry/>

Wellness Center

Health and well-being impact learning and academic success. You may experience a range of concerns that can cause barriers to your academic success, such as illness, strained relationships, anxiety, high levels of stress, alcohol, or drug issues, feeling down, or loss of motivation. The Wellness Center Medical and Counseling staff can help with these or other issues you may experience. You can learn about the free, confidential medical and mental health services available on campus by calling 856-225-6005, visiting the website at <https://wellnesscenter.camden.rutgers.edu/> or visiting the Wellness Center on the 2nd Floor of the Campus Center.

Childcare

Many students have care responsibilities for a child in their life, whether as a parent, an older sibling, cousin, etc. If your childcare needs ever come into conflict with the course schedule, please don't feel as though you need to miss class. I understand that sometimes plans fall through. If this happens, you are welcome to bring a child to class with you. I simply ask that you bring materials to keep them busy and remain mindful of your classmates. If you have any

Course Schedule

PART 1: FOUNDATIONS OF CHILDHOOD STUDIES <i>Understanding the child and childhood as socially, politically, and spatially constructed</i>		
Session	Topic	Assignments Due
Session 1 Tuesday 9/2	Introduction to the course <i>What is this course all about and who are we as a community?</i>	Read before class: - Course Overview in Canvas Assignments to submit before class: - None Assignments to submit during class: - None
Session 2 Thursday 9/4	Defining the child and childhood <i>What are our images of "the child?" How is the child/childhood defined in Childhood Studies?</i>	Read before class: - Gittins, D. (2004). <i>"The Historical Construction of Childhood"</i> In <i>An Introduction to Childhood Studies</i> (3 pages) - James, A. & James, A. (2012)- <i>"Child"</i> in <i>Key Concepts in Childhood Studies</i> (3 pages) - James, A. & James, A. (2012)- <i>"Childhood"</i> in <i>Key Concepts in Childhood Studies</i> (3 pages) - James, A. & James, A. (2012)- <i>"Age and Maturity"</i> in <i>Key Concepts in Childhood Studies</i> (4 pages) Assignments to submit before class: "Getting to know you" assignment "Rutgers Shout Out" assignment Assignments to submit during class: - None

Session 3 Tuesday 9/9	The social construction of childhood <i>What do we mean by the “social construction” of childhood in Childhood Studies?</i>	Read before class: - James, A. & James, A. (2012)- <i>“Social construction” in Key Concepts in Childhood Studies</i> (1 page) - Sorin, R. & Galloway, G. (2006)- <i>“Constructs of childhood: Constructs of self”</i> (18 pages) Assignments to submit before class: - None Assignments to submit during class: - Session 3 Check for Understanding
Session 4 Thursday 9/11	Philosophies of childhood/Philosophy with children <i>What philosophical questions are explored in the field of Childhood Studies?</i>	Read before class: - Cassidy, C., Conrad, S.J., Daniel, M.F., Figueroia-Rego, M., Kohan, W., Murriss, K., Wu, Xiaoling, & Zhelyazkova, T. (2017)- <i>“Being children: Children’s voices on childhood”</i> (about 13 pages) Assignments to submit before class: - None Assignments to submit during class: - Session 4 Critical Conversation
Session 5 Tuesday 9/16	Politics of childhood <i>How does a political understanding of “the child” help us to understand and disrupt systems of oppression?</i>	Read before class: - Meiners, E. (2017)- <i>“The problem child: Provocations towards dismantling the carceral state”</i> (17 pages) Assignments to submit before class: - None Assignments to submit during class: - Session 5 Check for Understanding
Session 6 Thursday 9/18	Politics of childhood <i>How does a political understanding of “the child” help us to understand and disrupt adult supremacy and intersecting systems of oppression?</i>	Read before class: - Rollo, T. (2022)- <i>“Childing the world” in Trust kids!</i> (10 pages) - Levins Morales, A. (2019)- <i>“The politics of childhood” In Medicine Stories</i> (5 pages) Assignments to submit before class: - None Assignments to submit during class: - Session 6 Critical Conversation

Session 7 Tuesday 9/23	Children's geographies <i>What is the significance of place in the study of childhood? How is childhood spatially constructed?</i>	Read before class: ▪ Templeton (2020)- <i>"That street is taking us home: Young children's photographs in public spaces"</i> (11 pages) ▪ Simmons, L. (2015)- Excerpts from "Introduction" (pp. 4-14) in <i>Crescent City Girls: The Lives of Young Black Women in Segregated New Orleans</i> (11 pages) Assignments to submit before class: ▪ None Assignments to submit during class: ▪ Session 7 Check for Understanding
Session 8 Thursday 9/25	Children's agency and play <i>What can we learn about children's agency through critical understandings of play?</i>	Read before class: ▪ Yoon, H. (2021)- <i>"Popular culture and the aesthetics of play: Children as cultural critics"</i> (6 pages) ▪ Pearsons, M (2021)- <i>"Pedagogic Resistance: Children's Play as Political Agency"</i> (8 pages) Assignments to submit before class: ▪ None Assignments to submit during class: ▪ Session 8 Critical Conversation
Session 9 Tuesday 9/30	Part 1 Review <i>We will review key concepts from Part 1, prepare for the Part 1 Connect and Reflect assignment, and have the opportunity to retake the Checks for Understanding from this section of class.</i>	Read before class: ▪ None Assignments to submit before class: ▪ None Assignments to submit during class: ▪ Retakes of the Checks for Understanding from Part 1 of class (OPTIONAL) ▪ Part 1 Course Check-In Survey (Extra Credit)
PART 2: MULTIPLE CHILDHOODS <i>Exploring children's agency through counter-narratives</i>		
Session	Topic	Assignments Due

Session 10 Thursday 10/2	Children’s counter-narratives of educational injustice and resistance <i>What does it mean to honor listen to children’s counter-narratives? Why does this matter?</i>	Read before class: ▪ Machado, Beneke, & Love (2024)- <i>“So That I May Hope to Honor You: Centering Wholeness, Agency, and Brilliance in Qualitative Research With Multiply Marginalized Young Children”</i> (2 pages) ▪ Yoon, H., & Templeton, T. (2019)- <i>“The practice of listening to children: The challenges of hearing children out in an adult-regulated world”</i> (6 pages) Assignments to submit before class: ▪ None Assignments to submit during class: ▪ Session 10 Check for Understanding
Session 11 Tuesday 10/7	Constructions of disability and normalcy at school <i>What do we learn about constructions of normalcy, disability, and community through children’s play?</i>	Read before class: ▪ Yoon, H., Llerena, C., & Brooks, E. (2016)- <i>“The Unfolding of Lucas’s Story in an Inclusive Classroom: Living, Playing, and Becoming in the Social World of Kindergarten”</i> (16 pages) Assignments to submit before class: ▪ Part 1 Connect and Reflect Assignment Assignments to submit during class: ▪ Session 11 Check for Understanding
Session 12 Thursday 10/9	Constructions of troublemakers and goodness at school <i>How do children experience and resist being positioned as “troublemakers?”</i> <i>What does this illuminate about educational injustice?</i>	Read before class: ▪ Freidus, A. (2020)- <i>“Problem children” and “children with problems”: Discipline and innocence in a gentrifying elementary school</i> (19 pages) Assignments to submit before class: ▪ None Assignments to submit during class: ▪ Session 12 Critical Conversation

Session 13 Tuesday 10/14	Children’s language practices and resistance across contexts <i>How do children’s language practices shape and sustain them while navigating and resisting systems of oppression?</i>	Read before class: ▪ Orellana, M.F. (2009)- “Public Para-Phrasing” in <i>Translating Childhoods: Immigrant Youth, Language, and Culture</i> (13 pages) ▪ Bucholtz, M., Casillas, D.I., & Lee, J.S. (2017)- “Language and culture as sustenance” in <i>Culturally Sustaining Pedagogies</i> (8 pages) Assignments to submit before class: ▪ None Assignments to submit during class: ▪ Session 13 Critical Conversation
Session 14 Thursday 10/16	Settler colonialism, schooling, and resistance <i>How do children experience and resist the past and ongoing impacts of settler colonialism?</i>	Read before class: ▪ Sabzalian, L. (2019)- “Pilgrims and Invented Indians” in <i>Indigenous Children’s Survivance in Public Schools</i> (18 pages) Assignments to submit before class: ▪ None Assignments to submit during class: ▪ Session 14 Critical Conversation
Session 15 Tuesday 10/21	Queer and trans youth, schooling, and resistance <i>How do queer and trans youth navigate and resist gender normative schooling?</i>	Read before class: ▪ McBride, R.S., & Neary, A. (2021)- “Trans and gender diverse youth resisting cisnormativity in school” (15 pages) Assignments to submit before class: ▪ None Assignments to submit during class: ▪ Session 15 Critical Conversation
Session 16 Thursday 10/23	Part 2 Review <i>We will review key concepts from Part 2, prepare for the Part 2 Connect and Reflect assignment, and have the opportunity to retake the Checks for Understanding from this section of class.</i>	Read before class: ▪ None Assignments to submit before class: ▪ None Assignments to submit during class: ▪ Retakes of the Checks for Understanding from Part 2 of class (OPTIONAL) ▪ Part 2 Course Check-In Survey (Extra Credit)

PART 3: CONTESTED CHILDHOODS

Defining children's rights through struggles for just childhoods

Session	Topic	Assignments Due
Session 17 Tuesday 10/28	Defining and critiquing the idea of children's rights <i>How are children's rights defined within and beyond Childhood Studies? What tensions and questions arise when we apply a critical lens to the idea of children's rights?</i>	Read before class: - Child Rights International Network (CRIN)- "Children's rights 101" - Child Rights International Network (CRIN)- "Children's rights illustrated" - Wall, J. (2017)- "Why children's rights?" in <i>Children's rights: Today's global challenge</i> (5 pages) Assignments to submit before class: - None Assignments to submit during class: - Session 17 Check for Understanding
Session 18 Thursday 10/30	Children and the right to vote <i>What assumptions about children and childhood are surfaced and contested through the topic of a lower voting age?</i>	Read before class: - Hart, D. & Youniss, J. (2017)- "Lower the Voting Age and Increase Participation" (15 pages) Assignments to submit before class: - Part 2 Connect and Reflect Assignment Assignments to submit during class: - Session 18 Critical Conversation
Session 19 Tuesday 11/4	Children's care work <i>How do children understand their care work and the meaning of care? How is children's care work understood in Childhood Studies?</i>	Read before class: - Hunleth, J. (2019)- "Zambian children's imaginal caring: On fantasy, play, and anticipation in an epidemic (about 22 pages) Assignments to submit before class: - None Assignments to submit during class: - Session 19 Critical Conversation

Session 20 Thursday 11/6	Working children’s rights and perspectives <i>In what ways do working children understand their work and fight for their rights?</i>	Read before class: - Jijon, I. (2020)- <i>“The priceless child talks back: How working children respond to global norms against child labor”</i> (11 pages) Assignments to submit before class: - None Assignments to submit during class: - Session 20 Critical Conversation
Session 21 Tuesday 11/11	Children climate activism (ASYNCHRONOUS MODULE) <i>In what ways is youth climate activism shaping how we understand children’s rights and political participation/power?</i>	Read before class: - Felix, K. (2023)- <i>“Young Climate Activists Aren’t Leading Tomorrow: They Are Leading Today”</i> (8 pages) - Biswas, T. & Mattheis, N. (2022)- <i>“Strikingly educational: A childist perspective on children’s civil disobedience for climate justice”</i> (9 pages) Assignments to submit before class: - None Assignments to submit during class: - Session 21 Critical Conversation
Session 22 Thursday 11/13	Children’s climate activism <i>In what ways is youth climate activism shaping how we understand children’s rights and political participation/power?</i>	Read before class: - None Assignments to submit before class: - None Assignments to submit during class: - Session 22 Critical Conversation
Session 23 Tuesday 11/18	Book bans and “parents’ rights” <i>What ideologies about children and childhood are contested through past and current movements for “parent’s rights?” How is this showing up in efforts to ban books?</i>	Read before class: - PEN America (2024)- <i>“Banned in the USA: Narrating the Crisis”</i> - Mello-Klein, C. (2023)- <i>“What role are parents playing in the rise of book bans?”</i> Assignments to submit before class: - None Assignments to submit during class: - Session 23 Critical Conversation

Session 24 Thursday 11/20	Anti-bias/anti-racist education <i>What ideologies about children and childhood are contested through anti-bias/anti-racist education? How does anti-bias/anti-racist education invite children's participation in moving towards just childhoods?</i>	Read before class: ▪ Beneke, M., Park, C., Taitingfong, J. (2019)- "An inclusive, anti-bias framework for teaching and learning about race with young children" (10 pages) ▪ Nguyen, A. (2021)- "Childhood innocence and the racialized child in a white space" (about 3 pages) ▪ Madison, M. (2020)- "Dear ECE, We Need" to Talk About Racism" (2 pages) Assignments to submit before class: ▪ None Assignments to submit during class: ▪ Session 24 Check for Understanding
Session 25 Tuesday 11/25	Research with youth (ASYNCHRONOUS MODULE) <i>What do participatory research approaches with children and youth teach us about moving towards just childhoods?</i> *NOTE: No class on 11/27 due to holiday.	Read before class: ▪ Fox, M. & Fine, M. (2015)- "Leadership in Solidarity: Notions of Leadership Through Critical Participatory Action Research with Young People and Adults" (11 pages) Assignments to submit before class: ▪ None Assignments to submit during class: ▪ Session 25 Critical Conversation (Submitted via Canvas)
Session 26 Tuesday 12/2	Part 3 Review <i>We will review key concepts from Part 3, prepare for the Part 3 Connect and Reflect assignment, and have the opportunity to retake the Checks for Understanding from this section of class.</i>	Read before class: ▪ None Assignments to submit before class: ▪ None Assignments to submit during class: ▪ Retakes of the Checks for Understanding from Part 3 of class (OPTIONAL) ▪ Part 3 Check-In Survey (Extra Credit)

Session 27 Thursday 12/4	Final Assignment Workshop <i>During class, we will review key themes from throughout the course and go over the final assignment directions and rubric. You will also complete a final assignment proposal as a graded assignment.</i>	Read before class: ▪ None Assignments to submit before class: ▪ None Assignments to submit during class: ▪ Final Assignment Proposal
Session 28 Tuesday 12/9	Wrap up and reflect <i>We will wrap up the course by celebrating together, reflecting on our learning, and considering implications for action and allyship in our own lives!</i>	Read before class: ▪ Gaffney, C. (2016)- “Anatomy of an Ally” ▪ Raven, Z. (2023)- “Queenie’s Crew”: Caregivers and kids building communities of care” Assignments to submit before class: ▪ Part 3 Connect and Reflect Assignment Assignments to submit during class: ▪ Session 28 Critical Conversation

PLEASE NOTE: The Rethinking Childhood final assignment is due on 12/16 by 11:59 pm.