

CSI 2210G -- Childhood, Cult, Soc, & Policy
Winter 2018
Mondays 1:30-4:30 pm
LH 105 A

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 M-T 12:30-1:30p
 or by Appt.

<http://pryan2.kingsfaculty.ca/course-sites/csi2210fg/>

COURSE DESCRIPTION:

This course examines childhood and youth as they are structured by social institutional contexts such as citizenship, labor policies and practices, schools, and disciplinary institutions. Historical, ethnographic, discursive, and structural approaches are used to explore how childhood is produced and contested through a diverse set of cultural, social, and political systems.

Prerequisites: CSI 1020 or 1025f/g, registration in the second year of the Childhood and Social Institutions Program, or permission of the CSI Program Coordinator.

Antirequisites: CSI 2200.

Unless you have either the requisites for this course or written permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

READINGS:

John Taylor Gatto, *Weapons of Mass Instruction: A School Teachers Journey through the Dark World of Compulsory Education* (New Society Publishers, 2009).

CSI 2210 - 2015-16 Reading Packet, Available in the Bookstore at Western.

MARKING SYSTEM:

Weekly Preparation/Participation	10%	Weekly
Paper #1 (3 pages)	25%	February 5
Paper #2 (3 pages)	25%	March 26
Final Exam	40%	Apr/TBA

PAPERS (2) - 50%:

Instructions & Evaluation Guidelines are available online at: <http://pryan2.kingsfaculty.ca/course-sites/csi-2210fg/paper-instructions-csi-2210fg/>

PAPER 1: DUE Feb. 5, 2018 -- 25%

Write a 3 page (900 word) essay responding to the following:

How do the discourses of modern childhood frame differences of opinion about the types of rights children should possess?

PAPER 2: DUE Mar. 26, 2018 -- 25%

Write a 3 page (900 word) **critical review of John Taylor Gatto's *Weapons of Mass Instruction***

LATE PENALTIES AND ABSENCES:

Students are expected to schedule appointments and other responsibilities around class time. If health issues are prolonged, or to request more extensive academic accommodation, you must meet with the course instructor in person and provide documentation to the Dean's Office.

Penalties for late papers may be avoided if extensions are requested in advance. Otherwise, a two-mark deduction will be taken for each of the first three days late, and a 5-mark deduction for each day thereafter. Three-weeks after the due date or at the conclusion of the term (which ever is first) a zero will be assigned for the paper.

FINAL EXAM (40%):

Date/Time and Location of the Final Exam is TBA.

The Final Exam is worth 40% of your mark and will consist of two parts:

- (1) One essay (30% of the Exam)
 - (2) 15 Direct Questions (70% of the exam):
 - a) 10 short-responses worth 2% each (20% of the exam)
 - b) 5 paragraph-length answers worth 10% each (50% of the exam)
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Studying for the Direct Questions: These factual questions are a significant element of the test. They have been written from material delivered in lectures (see Lecture Resources) and the readings during the entire year. Some of them will be taken from the weekly discussion preparation questions.

You will be permitted to prepare and have available to you one 6x8 inch "Index Card". You cannot (of course) share this card with another student during the test. But, there is no reason students should not collaborate in the preparation of their cards. The card may be prepared with printed or hand-written notes, and can have words on both sides.

One of the module questions (below) will appear on your exam sheet. Because a large portion of the exam consists of one essay, and because you have had access to these questions since the first day of class, it is assumed that you will prepare and deliver an extensive and well-developed response. You must fully explain and justify your position with specific evidence drawn from the readings, the lectures, or other identified sources.

Any one of the following three essay questions may appear on your exam.

1) What kind of citizenship or rights should children possess?

Fully explain your answer by drawing on the readings and the concepts provided in lectures. You must address some of the following policy and legal areas: voting, age-restrictions on public and private behaviour, the 'best-interest' doctrine, legal rights, international declarations, and other policies structuring labour, health, education, welfare, and political participation

2) Should the labour of children be regulated as one part of the labour justice problem, allowing for local variations through a dialogue between children, youths, and adults? -OR- Should it be abolished globally through international standardization, as a practice antithetical to childhood?

Fully explain your answer by drawing on the readings and the concepts provided in lectures.

3) In general, do you support the standardization of schooling (compulsory attendance, age-grading, provincial testing and curriculum, large institutional settings)?

Fully explain your answer by drawing on the readings and the concepts provided in lectures. You should also identify and explain why you support or oppose particular policies or programs of the standardized educational project.

Course Schedule:

Module 1 - Childhood, Rights, and the Law - Weeks 2-5

Question for the Final Exam: *What kind of citizenship or rights should children and youths possess?*

Fully explain your answer by drawing on the readings and the concepts provided in lectures. You must address some of the following policy and legal areas: voting, age-restrictions on public and private behaviour, the 'best-interest' doctrine, legal rights, international declarations, and other policies structuring labour, health, education, welfare, and political participation.

Week 1.1 - Jan. 15 - "The Landscape of Modern Childhood"

Reading 1.1: Andrew Rehfeld, "The Child as Democratic Citizen," *The Annals of the American Academy of Social Science* vol. 633 (January 2011): 141-166.

Week 1.2 - Jan. 22 - "Children's 'Rights' and a review of the CRC"

Reading 1.2a: Clara C. F. Aroni, "Child Justice in Canada and the Four Ps: Protection, Prosecution, Prevention, and Participation," *Critical Criminology* v. 15 (2007): 267-284.

Reading 1.2b: [United Nations, Convention on the Rights of the Child \(1989\)](#) (read the entire document)

Week 1.3 - Jan. 29 - "Canadian Foundation for Children, Youth, and the Law v. Canada (2004)"

Reading 1.3a: Katie Sykes, "Bambi Meets Godzilla: Children's and Parents' Rights in Canadian Foundation for Children, Youth, and the Law v. Canada," *McGill Law Journal* v. 51 no. 1 (Spring 2006): 131-165.

[Reading 1.3b](#): Supreme Court of Canada, excerpted opinion, *Canadian Foundation for Children, Youth and the Law v. Canada* (Attorney General) 2004.

Week 1.4 - Feb. 5 - "Children, Youth, and Political Participation"

Reading 1.4: Noel Semple, "Whose Best Interests? Custody and Access Law Procedure," *Osgoode Hall Law Journal* v. 48 (2010): 287-336. [PAPER 1 DUE FEB. 5 \(25%\)](#)

Module 2 - Childhood and Work - Weeks 6-9

Question for the Final Exam: *Should the labour of children be regulated as one part of the labour justice problem, allowing*

for local variations through a dialogue between children, youths, and adults? -OR- Should it be abolished globally through international standardization, as a practice antithetical to childhood?

Fully explain your answer by drawing on the readings and lectures.

Week 2.1 - Feb. 12 - "Household Production and Children's Work"

Reading 2.1: Colin Heywood, "Children at Work," chapter 8 in *A History of Childhood* (Polity Press, 2001): 121-144.

Reading Week Feb 19-23

Week 2.2 - Feb. 26 - "Capitalism, the State, and Child Labour Reform"

Reading 2.2: "The Politics of International Intervention," chapter 9 in *Rights and Wrongs of Children's Work* edited by Michael Bourdillon *et al* (Rutgers University Press, 2010): 180-202.

Reading 2.2b: International Labour Organization, Conventions on Child Labour, C-138 "Establishing Minimum Age Requirements" (1973).

Reading 2.2c: International Labour Organization, Conventions on Child Labour, C-182 "Eliminating the Worst Forms of Child Labour" (1999).

Week 2.3 - Mar. 5 - "Globalization and Children's Work"

Reading 2.3a: Iven Saddi, "Children's Rights as 'Work in Progress': The Conceptual and Practical Contributions of Working Children's Movements," in *Children's Rights from Below: Cross-Cultural Perspectives* edited by Manfred Liebel (Palgrave MacMillan, 2012): 143-161.

Reading 2.3b: The International Movement of Working Children, Kundapur (1996) and Dakar Declarations (1998)

[Reading 2.3c](#): A Letter from the World-Wide Movement of Working Children and Youth to the International Labour Organization, 2002.

[Reading 2.3d](#): Three short documents of the Working-Children's Movement in Latin America

Module 3 - Childhood and Standardized Schooling - Weeks 10-13

Question For the Final Exam: *In general, do you support the standardization of schooling (compulsory attendance, age-grading, provincial testing and curriculum, large institutional settings)?*

Fully explain your answer by drawing on the readings and the concepts provided in lectures. You should also identify and explain why you support or oppose particular policies or programs of the standardized educational project.

Week 3.1 - Mar. 12 - "Mass Education & Progress: The Argument for Public Education"

Reading 3.1: Rebecca Raby, "Rights and Responsibility: Secondary School Conduct Codes and the Production of Passive Citizenship," in *Children's Rights: Multidisciplinary Approaches to Participation and Protection* edited by Tom O'Neill and Dawn Zinga (University of Toronto Press, 2008): 326-346.

Week 3.2 - Mar. 19 - "Schooling and the Problems of Power I"

Reading 3.2: John Taylor Gatto, *Weapons of Mass Instruction* - Chapters 1-7

Week 3.3 - Mar. 26 - "Schooling and the Problems of Power II"

Reading 3.3: Gatto, *Weapons of Mass Instruction* - Chapters 8-Afterward

[PAPER 2 DUE MAR. 26 \(25%\)](#)

Week 3.4 - Apr. 2 - "Schooling and the Problems of Equity"

Reading 3.4a: Marita Moll editor, short excerpts from Ontario resistance in *Passing the Test : the False Promises of Standardized Testing* (Toronto: Canadian Centre for Policy Alternatives, 2004): 227-242.

Reading 3.4b: Frank Nezvadal, "The Standardized Testing Movement: Equitable or Excessive?" *McGill Journal of Education* v. 38 no. 1 (Winter 2003): 65-78.

Week 3.5 - Apr. 9 - Course Review

No additional Readings - Final Exam Preparation

College Wide Academic Policies:

I. Academic Honesty

King's is committed to Academic Integrity. Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com <http://www.turnitin.com>.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Unless otherwise noted by your Professor, the following policies are in effect: from Page 4 of the Dean's Memo

II. Use of Electronic Devices

You are not allowed to have a cell phone, or any other electronic device, with you during tests or examinations.

King's University College at The University of Western Ontario acknowledges the integration of new technologies and learning methods into the curriculum. The use of laptop computers can contribute to student engagement and effective learning. At the same time, King's recognizes that instructors and students share jointly the responsibility to establish and maintain a respectful classroom environment conducive to learning.

The use of laptops by students during lectures, seminars, labs, etc., shall be for matters related to the course at hand only.

Students found to be using laptops for purposes not directly related to the class may be subject to sanctions under the Student Code of Conduct. See http://www.kings.uwo.ca/kings/assets/File/currentStudents/studentLife/conduct/code_of_conduct_2003.pdf

Inappropriate use of laptops during lectures, seminars, labs, etc., creates a significant disruption. As a consequence, instructors may choose to limit the use of electronic devices in these settings. In addition, in order to provide a safe classroom environment, students are strongly advised to operate laptops with batteries rather than power cords."

III. Submission of Late Papers

Please refrain from using the "green boxes" if at all possible.

Only late essays/assignments not handed in at class may be dropped off in the green mailbox, located on the main floor of The (south) Annex. Essays dropped into the mailbox will be picked-up twice per day: once in the morning (9:30 a.m.) and in the afternoon (4:00 p.m.). All essays dropped off after 4:00 p.m. on a Friday will be date stamped the following Monday.

IV. Accommodation for Medical Illness

(http://uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf).

Student Medical Certificate (SMC): http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

Students are responsible for seeking accommodation with appropriate documentation, prior to writing tests/examinations, if they are of the view that their performance may be affected by extenuating circumstances.

V. Student Support Services

Students who are in emotional/mental health distress should refer to Mental Health@Western: <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

University Students Council provides many valuable support services for students (including the health insurance plan) <http://westernusc.ca/services/>.

Information about Counselling and Student Development, including Services for Students with Disabilities at King's is available at <http://www.kings.uwo.ca/about-kings/who-we-are/administrative-departments/dean-of-students/>

For emotional/mental health assistance see specifically: <http://www.kings.uwo.ca/currentstudents/campus-services/student-support-services/personal-counselling/>

The web site for Academic Services at King's University College is <http://www.kings.uwo.ca/currentstudents/academic-support/>

VI. Class Cancellations

All reported class cancellations are posted at: <http://www.kings.uwo.ca/current-students/>