

CARLETON UNIVERSITY

Winter 2020

PAULINE JEWETT INSTITUTE OF WOMEN'S AND GENDER STUDIES

WGST 4812: CHILDHOOD AND YOUTH IN AFRICAN SOCIETIES

Instructor: Dr. Doris Kakuru

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Course Schedule: Thursday 8.35 – 11.25 am

Location: Richcraft Hall 1201

Office Hours: Thursdays (on **appointment**)

Course Description

This course is about the conditions associated with growing up in a typical African context. We shall explore the broad factors that contribute to, and sustain inclusion and exclusion in terms of inequities and inequalities in children and young people's lives in families, schools and communities. The sessions will include African childhoods and families, diversity in the social context of education, Sexual and Reproductive Health and wellbeing for young people in Africa, understanding and framing the youth in development discourse, and African childhood research.

Course Objectives

The general objective of the course is to facilitate students to develop capabilities to explore and examine the various issues affecting young people in social development in Africa. This will be done through equipping them with updated developments and emerging issues in the conceptualization of children and youth as well as the inequities in childhood and youth lives in the African context. Students will be able to identify the opportunities for addressing the challenges at policy, practice and research levels.

The specific objectives are to:

- Identify and discuss the theoretical and practical issues in the social processes and institutions that shape the diverse conceptualizations of childhood and youth in Africa;

- Examine the role of diverse and changing African family structures in caregiving for children and youth at the margins of society;
- Analyze the various sources of marginalization (e.g. gender, ability, socio-economic status, ethnicity, spatial location, age, etc.) of children and youth and how this marginalization impacts on their wellbeing;
- Build students' critical thinking, reading and writing skills regarding childhood and youth in Africa.

Reading (s)/Textbook (s):

All reading materials are available online through the Carleton library or open access and also via ARES. All readings on the course schedule are required and must be completed prior to the class except those marked as optional/recommended. Note that additional readings may be assigned during the course of the term.

Course Format

The mode of delivery will be interactive lecture sessions including group discussions and presentations as well as discussions of the reading materials and audio- visual resources. Sessions will normally begin with a student presentation on the topic of the day for 15 minutes, followed by an interactive lecture by the instructor (40-60 minutes) enlarging on the themes of the presentation. After a short break, there will be a general discussion /Q& A session on the content of the lecture and the readings.

Course Requirements & Methods of Evaluation:

Students will be assessed through a combination of class participation, group presentations, a review paper and a final take home examination as follows:

1. Class participation (10%)
2. Weekly reflection notes (20%) – 1 page for undergraduate students, 2 pages for graduate students.
3. Presentation (30%) – 15 minutes for graduate students, 20-30 minutes for graduate students.
4. Final paper (40%): A final literature review paper on any of the themes of the course whose abstract will be presented on the last class for 3 minutes (10-12 pages for undergraduate students; 18-20 pages for graduate students).

See further details on pages 8-9.

Assessment Standards

In accordance with the Carleton University Undergraduate Calendar Regulations, the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50	WDN = Withdrawn from the course	DEF = Deferred (See above)	

Note: All grades are subject to approval by the Dean

COURSE POLICIES

Late Policy:

No extensions will be permitted except as a result of documented illness or emergency. Extensions will not be permitted to accommodate travel or non-medical/emergency situations. If you miss a class with an in-tutorial assignment, make-up assignments are not available except with medical/emergency documentation. Late assignments will be penalized by 5% per day, including weekends. The submission guidelines for each assignment must be strictly adhered to.

Attendance:

Attendance is mandatory. A great deal of what we will do in this course will build upon discussion and work done during class meetings, each individual is responsible for contributing to the productivity of the class. More than two absences will impact your grade for the course and more than four may prevent you from passing the course. Arriving late or leaving early will be marked as .5% of an absence. While I understand that illness and family emergencies can prevent you from coming to class, please discuss this with me as soon as possible.

Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the [Student Guide](#)

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the [Student Guide](#)

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website: <https://carleton.ca/pmc/> for the deadline to request accommodations for the formally scheduled exam (if applicable).

For Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: www.carleton.ca/sexual-violence-support

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

PLAGIARISM

The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

Plagiarism is a serious offence, which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of “F” for the course.

Read more about academic integrity here:

<https://carleton.ca/registrar/academic-integrity/>

Assistance for Students:

Academic and Career Development Services: <https://carleton.ca/career/>

Writing Services: <http://www.carleton.ca/csas/writing-services/>
 Peer Assisted Study Sessions (PASS): <https://carleton.ca/csas/group-support/pass/>

Other Relevant Information:

●**Recording Lectures:** Audio/video taping of lectures is NOT allowed unless you have obtained written accommodation from the instructor.

●**Submitting Assignments:** You are required to keep a hard copy of all of your submitted work. Kindly avoid emailing assignments or slipping hard copies assignments under my office door. Follow instructions for submitting each piece of assignment as specified.

●**Email Policy:** You can expect an email response from me within 48 hours (excluding weekends Friday 4 p.m. to midnight Sunday). In accordance with FIPPA, please ensure all communication with the instructor is via your Carleton University email account.

●**Feedback on your assignments/grade:** You will receive some written comments when assignments are returned. If you have questions about a grade, make an appointment with me. Prior to that meeting, re-read the assignment instructions and comments. Write a one-paragraph self-assessment identifying the weaknesses and strengths in your writing. Bring this material to the meeting.

●**Respect for diversity:** It is expected that students be respectful of the diversity of experiences and opinions expressed in the class and learn how to dialogue with one another. Sexist, racist, ageist and homophobic remarks will not be tolerated at all.

Additional Important Information:

- Student or professor materials created for this course (including presentations and posted notes, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).
- Carleton University is committed to protecting the privacy of those who study or work here (currently and formerly). To that end, Carleton’s Privacy Office seeks to encourage the implementation of the privacy provisions of Ontario’s *Freedom of Information and Protection of Privacy Act (FIPPA)* within the university.

Class Schedule

Week	Topic & Readings	Key dates & Remarks
Week 1 January 9	Introduction: Overview of the course & how to write a review paper <u>Readings</u> Wee, B. V., & Banister, D. (2016). How to write a literature review paper? <i>Transport Reviews</i> , 36(2), 278-288. Denney, Andrew S., and Richard Tewksbury (2013) How to write a literature review." <i>Journal of criminal justice education</i> 24 (2): 218-234.	Work groups to be assigned

<p>Week 2 January 16</p>	<p>African Childhoods and families I: Early childhood in African Families <u>Required Readings</u> Odimegwu, C. O., De Wet, N., Adedini, S. A., & Appunni, S. (2020). Family demography in sub-Saharan Africa: Systematic review of family research. In Family Demography and Post-2015 Development Agenda in <i>Africa</i> (pp. 9-56). Springer, Cham. Pence, A. (2011). Early childhood care and development research in Africa: Historical, conceptual, and structural challenges. <i>Child Development Perspectives</i>, 5(2), 112-118. Ebrahim, H. B., Killian, B., & Rule, P. (2011). Practices of early childhood development practitioners for poor and vulnerable children from birth to four years in South Africa. <i>Early Child Development and Care</i>, 181(3), 387-396. <u>Recommended readings</u> Okwany, A. (2016). 'Every mother dances her baby': Contextually responsive narratives of early childhood care and education in Kenya and Uganda. <i>South African Journal of Childhood Education</i>, 6(2), 1-9. Munene, A., & Okwany, A. (2016). Interrogating the 'artificial' divide between health and education for children aged 0–3 years in urban poor locales in Kenya. <i>South African Journal of Childhood Education</i>, 6 (2), 9</p>	<p>Group 1 presentation</p>
<p>Week 3 January 23</p>	<p>African Childhoods and families II: Orphanhood, Sibling caregiving, and adoption <u>Required Readings</u> Cheney K. (2014) Giving Children a 'Better Life'? Reconsidering social reproduction and humanitarianism in inter-country adoption. <i>European Journal of Development Research</i> 26(2): 247-263. Kakuru, D. M (2019) Reconstructing child caregiving: perspectives on CHHs in Uganda in Ebrahim, H. B., Okwany, A., & Barry, O. (Eds.). (2018). <i>Early Childhood Care and Education at the Margins: African Perspectives on Birth to Three</i>. Routledge. P.46-61. Evans, R. (2014). Children as caregivers. In A. Ben-Arieh, F. Casas, I. Frønes, J.E. Korbin (Eds.) <i>Handbook of child well-being: Theories, Methods and Policies in Global Perspective</i>, 1893-1916. Sharer, M., Cluver, L., Shields, J. J., & Ahearn, F. (2016). The power of siblings and caregivers: under-explored types of social support among children affected by HIV and AIDS. <i>AIDS care</i>, 28(sup2), 110-117.</p>	<p>Group 2 presentation</p>
<p>Week 4 January 30</p>	<p>Diversity and the Social context of education in Africa I – Gender and education in Africa’s slums <u>Required Readings</u> Di Nunzio (2017) Marginality as a politics of limited entitlements: Street life and the dilemma of inclusion in urban Ethiopia. <i>American Ethnologist</i> 44(1), 91-103. Parkes, J. (2007). The Multiple Meanings of Violence: Children's talk about life in a South African neighbourhood. <i>Childhood</i>, 14(4), 401-414. Abuya, B. A., Onsomu, E. O., & Moore, D. (2012). Educational challenges and diminishing family safety net faced by high-school girls in a slum residence, Nairobi, Kenya. <i>International Journal of Educational Development</i>, 32(1), 81-91.</p>	<p>Group 3 presentation</p>
<p>Week 5 February 6</p>	<p>Diversity and the Social context of education in Africa II: Equality of educational opportunity <u>Required Readings</u> Elder, B. C. (2015). Right to inclusive education for students with disabilities in Kenya. <i>Journal of International Special Needs Education</i>, 18(1), 18-28.</p>	<p>Group 4 presentation</p>

	Tobias, E. I., & Mukhopadhyay, S. (2017). Disability and social exclusion: experiences of individuals with visual impairments in the Oshikoto and Oshana regions of Namibia. <i>Psychology and Developing Societies</i> , 29(1), 22-43.	
Week 6 February 13	Sexual and Reproductive Health and Wellbeing of young people in Africa I: Teenage pregnancy & early marriage in a context of limited sexuality education <u>Required Readings</u> Achoka, J. S. & Njeru, F. M (2012) De-Stigmatizing Teenage Motherhood: Towards Achievement of Universal Basic Education in Kenya. <i>Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS)</i> 3(6): 887-892. Kamusiime, A. & Kakuru, D. M. (2017) Social Justice and the Moral Question: Foregrounding the paradox of teenage motherhood and education in Uganda In M. Gray (Ed.). (2017). <i>Handbook of Social work and Social development practice in Africa</i> . London: Routledge. Pages 215-226. Petroni, S., Steinhaus, M., Fenn, N.S., Stobenau, K. and Gregowski, A., 2017. New Findings on Child Marriage in Sub-Saharan Africa. <i>Annals of Global Health</i> , 83(5-6), pp.781–790	Group 5 presentation Paper proposals due at 11.59 pm
Week 7 February 20	Winter Break: No Readings	
Week 8 February 27	Student presentation of paper proposals (not to be graded) No readings	Paper proposals Presentation
Week 9 March 5	Sexual and Reproductive Health and Wellbeing of young people in Africa II: LGBTQ children and young people in Africa <u>Required Readings</u> Bryan, A. (2019). Kuchu activism, queer sex-work and “lavender marriages,” in Uganda’s virtual LGBT safe (r) spaces. <i>Journal of Eastern African Studies</i> , 13(1), 90-105. Van Klinken, A. (2016). Christianity, human rights and LGBTI advocacy: The case of Dette Resources Foundation in Zambia. In <i>Public Religion and the Politics of Homosexuality in Africa</i> (pp. 229-242). Routledge. <u>Film: Call Me Kuchu (In class viewing)</u>	Group 6 presentation
Week 10 March 12	Sexual and Gender based violence and its effects on children and youth <u>Required Readings</u> Bashonga, R., & Khuzwayo, Z. (2017). “This thing of the victim has to prove that the perp intended to assault is kak!”: Social media responses to sexual violence on South African university campuses. <i>Agenda</i> , 31(3-4), 35-49. Ngidi, N. D., & Moletsane, R. (2015). Using transformative pedagogies for the prevention of gender-based violence: Reflections from a secondary school-based intervention. <i>Agenda</i> , 29(3), 66-78. Njagi, J. (2018). Delivering Sexual and Reproductive Health Education to Girls: Are Helplines Useful?. <i>Girlhood Studies</i> , 11(2), 30-45. Gouws, A. (2018). # EndRapeCulture Campaign in South Africa: Resisting Sexual Violence Through Protest and the Politics of Experience. <i>Politikon</i> , 45(1), 3-15.	Group 7 presentation
Week 11 March 19	<i>Understanding and Framing African youth in development discourse: A critical review of the concept of ‘youth bulge’</i> <u>Required Readings:</u> Philipps, J. (2018). A Global Generation? Youth Studies in a Postcolonial	Group 8 presentation

	<p><i>World. Societies</i>, 8(1), 14.</p> <p>Oketch, M.O., (2007). To vocationalise or not to vocationalise? Perspectives on current trends and issues in Technical and Vocational Education and Training (TVET) in Africa. <i>Int. J. Educ. Dev.</i> 27 (2) 220–234</p> <p>Film: The boy who harnessed the wind</p>	
<p>Week 12 March 26</p>	<p>African Childhood Research</p> <p><u>Required Readings</u></p> <p>Ebrahim, H. B. (2010). Situated ethics: Possibilities for young children as research participants in the South African context. <i>Early Child Development and Care</i>, 180(3), 289-298</p> <p>Gitonga, P. N., & Delport, A. (2015). Exploring the use of hip hop music in participatory research studies that involve youth. <i>Journal of Youth Studies</i>, 18(8), 984-996.</p> <p>Tukundane, C., & Zeelen, J. (2015). Using participatory action research to improve vocational skills training for marginalized youth in Uganda: experiences from an early school-leavers' project. <i>International Journal of Training Research</i>, 13(3), 246-261.</p>	<p>Group 9 presentation</p>
<p>Week 13 April 2</p>	<p>Final paper presentations</p>	
	<p>Final papers due on April 7, 2020 at 11.59 via CULearn</p>	

ASSIGNMENT DESCRIPTIONS

Class participation (10%):

Attendance and participation in activities is required. Class participation will be graded based on students' participation in class discussions and activities. Developing critical thinking skills and ability to advance science is among the objectives of the course. To do this, students must begin to understand that any scholarly discipline has multiple points of view and clashing values. Your task in this class is to analyze assumptions, challenge theories, and formulate alternative hypotheses or solutions to problems related to childhood and youth scholarship with a focus on Africa. With this in mind, this class will be both lecture and discussion based. This means that to participate in class, you must come to class prepared, having read the assigned readings, and reflected on them. You are expected to come armed with comments, questions, and syntheses for discussion. High quality participation in this class involves not only asking questions and commenting on the readings, but also listening to, responding to, and learning from your peers. Course participation grade will be based on your enthusiasm and thoughtfulness of comments. You **must attend and participate in at least 10 sessions** in order to pass the course.

Weekly reflection notes (20%) – 1 page for undergraduate students, 2 pages for graduate students. Each week, students will submit a 1-2 page reflection on the readings and classroom activities including discussions, films, and presentations. You may include what you learnt, what surprised you, any unresolved issues and debates from the discussions, and anything else that came to your mind while reflecting on the class, etc. The reflection notes should be submitted via the CULearn weekly on the Monday after the class excluding weeks 7, 8 and 13. You are

therefore required to make 10 submissions each worth 2 marks on the following dates: January 13, 20, and 27; February 3, 10, 17; March 9, 16, 23, and 30.

Group presentation (30%): Students will be assigned work groups in the first class. There will be a group of students appointed to make a presentation to the class (15 minutes for undergraduate students and 20-30 minutes for graduate students or a group with a graduate student). The presentation should be based on the assigned readings for the week and should be taken very seriously. You will be expected to raise objections to the main arguments and suggestions for improving the position. Feel free to use Power point or Prezi for the presentation. You will be required to submit a write up via the CUlearn. The rubrics grading for the presentation will be posted on the CUlearn. Note that these presentations will be done individually depending on the number of students enrolled in the class.

Review paper (40%): A final literature review paper on any of the themes of the course whose abstract will be presented on the last class for 5 minutes. The purpose of the final assignment is to provide you with an opportunity to develop a comprehensive, scholarly paper that explores a topic in childhood and youth studies in Africa. For any work related to your final paper, you must not involve human participants. This requires ethics approval by a Research Ethics Board, and you do not have this clearance. You are required to submit a one-page point-based outline (paper proposal) of your paper via the CUlearn on February 13, 2020 by 2.00 pm. You will then and prepare a power point presentation (max 5 slides) to the class on February 27, 2020. Note that the paper proposals are required to enable me to give you feedback on your ideas but will not be graded. Based on the comments on your presentation, you will be required to develop a full scholarly paper 10-12 pages for undergraduate students and 18-20 pages for graduate students. Your paper should be typed in Times New Roman font size 12, and 1.5 line spacing, justified. Use APA referencing style. The deadline for submitting the paper via the CUlearn is April 7 at 11.59pm. You will be given an opportunity to present your paper during the last class on April 2, 2020. The presentation will account for 5% out of the 40% allocated for the final paper. The rubrics for grading the paper will be uploaded on CUlearn and further details will be given in the first class.

Note: The instructor reserves the right to modify the course outline.