

Carleton University
Fall 2017
Pauline Jewett Institute of Women's and Gender Studies

WGST 2812B: *Gendered Childhoods*

Friday 11:35-1:25 pm
Location: University Centre 282

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Office Hours: Thursday 11:30-12:30 pm

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Course Description

This course through a historical and cross-cultural approach examines how gender and sexuality are constructed in childhood. The course begins with a historical perspective on the genealogies of current discourses of childhood and girlhood. Students will examine how other categories of difference such as class, sexuality, race, immigration intersect with gendered childhood identities. Topics include the role of parents and children in the gendered construction of childhood; role of institutions such as media, state, and schools; sexualisation of children; transgender and gender non-conforming children; similarities between childism and sexism, sexuality and body image; commercialization of girlhood. Particular attention will be given to 'girlhood'. What it means to be a girl and how the concept of girl and girlhood has been constructed in historical and global contexts?

** Perquisite: Second-year standing required*

Learning Objectives:

Through this course, you will:

- Gain a critical understanding of gender and sexualities in childhood and youth
- Looking at research gathered using various methodologies students will be exposed to different methods of knowledge construction. Students will also learn how different methods allow for differing insights.
- The final research paper allows students to apply concepts learned in class to their own research topic.

-There is no single or all pervasive effect of gender on the experiences of children and youth. As such, this course requires that students consider and critically evaluate different axes of inequalities and their intersections.

Required Texts:

Morris, Edward W. 2012. *Learning the Hard Way: Masculinity, Place, and the Gender Gap in Education*. New York: Rutgers University Press.

Nayak, Anoop and Kehily, Jane. 2013. *Gender, Youth and Culture: Young Masculinities and Femininities, 2nd edition*. New York: Palgrave Macmillan.

Course Pack *WGST 2812B Gendered Childhoods* available at the bookstore.

Learning Assessments:

Participation in discussion group: 20% [10% attendance+10% participation]

Mid-term assignment: 25% Due October 27

Final Exam: 25% November 24

Research Paper: 30% December 1

Course Requirements

The aim of this course is to teach students to think critically about gender and sexualities in childhood and youth. There will be a formal lecture followed by discussion groups. All written work should be in a 12-point Times New Roman font, with page numbers and appropriate citations for all sources. Late assignments will be deducted 5% per day, this includes weekends. Students must hand in a hard-copy of the assignment. Students should keep a hard-copy for their records.

Please contact your discussion group TA before contacting instructor if you need guidance.

Participation (20%): In your discussion group you are expected to come having completed the readings and prepared to discuss them. There will be specific discussion group reading assigned. Both attendance and active, meaningful participation is required for full marks.

Exam (20%): Short answer and essay questions.

Mid-Term Assignment (25%): Zine and written critical analysis (4-6 pages). Zine is worth 10% and written component worth 15%. You will create a zine related to gender, sexuality and childhood. Your zine and critical written piece will be informed by class readings. You are also permitted to draw on outside academic material. You should discuss the rationale for the zine, the topic of the zine as situated within the topics,

debates, and issues discussed in the course. Discuss your choices, what you chose to include and what you chose to exclude.

Research Paper (30%): You will be required to write an 8-10 page research project on a topic of your choice, related to some aspect of gendered childhoods. This paper will require that you demonstrate a comprehensive understanding of the theoretical perspectives, concepts, and/or major arguments and debates presented in the course that relates to your topic. The final paper requires a thesis argument. You must draw on a minimum of 6 academic sources.

REQUEST FOR 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*). **Requests made within two weeks will be reviewed on a case-by-case basis.** After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website (www.carleton.ca/pmc) for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

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.

Course Schedule and Reading Assignments

September 8: Introduction to the course [No discussion group meeting]

September 15: Setting the Stage - Introducing Gender and Constructions of Childhood

How has childhood and youth been constructed historically and in contemporary contexts? What are the intersections of gender in childhood and youthhood?

Gender, Youth and Culture, Chapter 1 and Chapter 2

Discussion Group Reading: *Learning the Hard Way*, Chapter 1

September 22: Masculinities and Femininities

How are child and youth masculinities and femininities constructed in late-modernity? What are the contemporary representations of child masculinities and femininities?

Gender, Youth and Culture, Chapter 3 and Chapter 4

Discussion Group Reading: *Learning the Hard Way*, Chapter 2 and Chapter 3

September 29: Producing and Regulating Gender

How is gender produced and regulated in children and youth? What are the different sites of gender production for children and youth?

Gender, Youth and Culture, Chapter 6

Learning the Hard Way, Chapter 4

Discussion Group Reading: *Learning the Hard Way, Chapter 5*

October 6: Schools as Sites of Gendering

Children spend a large part of their day at school. Schools serve as an important site for socialization and cultivating gender identities.

Learning the Hard Way, Chapter 6 and Chapter 7

Discussion Group Reading: *Learning the Hard Way, Chapter 8*

October 13: Consuming Gender

What are the consumption practices of children and what ways do these shape notions of masculinity and femininity?

Gender, Youth and Culture, Chapter 7 and Chapter 8

Discussion Group Reading: *Gender, Youth and Culture, Chapter 9 and Learning the Hard Way, Chapter 9*

October 20: Indigenous Girlhoods and Colonial Childhoods

What are the unique experiences and challenges facing indigenous girls? How do indigenous girls navigate misrepresentation in their identity-making processes?

De Finney, Sandrina. 2016. "Chapter 1- Under the Shadow of Empire: Indigenous Girls' Presencing as Decolonizing Force." Pp. 19-37 in *Girlhood and the Politics of Place*, edited by Claudia Mitchell and Carrie Rentschler. New York: Berghahn Books. [CuLearn]

Ishiguro, L. 2016. " "Growing up and grown up...In our future city": Discourses of childhood and settler futurity in colonial British Columbia. *BC Studies* 190: 15-37.

Discussion Group Reading: Cheater, Christine. 2016. "Chapter 13-Stolen Girlhood: Australia's Assimilation Policies and Aboriginal Girls." Pp. 250-267 in *Girlhood: A Global History*, edited by Helgren, Jennifer and Vasconcellos, Colleen A. New Jersey: Rutgers University Press. [e-book available on Carleton University Library website]

October 27: Mid-Term Recess

November 3: Childhood and Sexuality

What are the 'moral panics' around children and sexuality? We will trace historically how sexuality and childhood has been discussed in the Global North.

Egan, Danielle R. 2013. "Introduction: Sexualization as a Social Problem." Pp. 1-18 in *Becoming Sexual: A Critical Appraisal of the Sexualization of Girls*. Cambridge: Polity Press.

Egan, Danielle R. 2013. "Introduction: Sexualization as a Social Problem." Pp. 19-48 in *Becoming Sexual: A Critical Appraisal of the Sexualization of Girls*. Cambridge: Polity Press.

Discussion Group Reading: Tsaliki, L. 2015. "Popular culture and moral panics about "children at risk": Revisiting the sexualisation-of-young-girls debate." *Sex Education: Sexuality, Society and Learning*, 15(5): 500-514.

*Mid-Term Assignment Due (Zine and Critical Write-up) *

November 10: Queering Childhood

How do the intersections of sexuality, gender and culture inform the lived experiences of children and youth?

Bhana, Deevia. 2015. "Chapter 12- "Istabane": South African Teenagers and the Regulation of Sexuality, Gender, and Culture." Pp. 193-208 in *Children, Sexuality and Sexualization*, edited by Emma Renold, Jessica Ringrose, and Danielle Egan. New York: Palgrave Macmillan.

Payne, Elizabeth. 2015. "Chapter 14- Resisting the Taint, Marking the Slut: Middle-class Lesbian Girls and Claims to Sexual Propriety." Pp. 224-238 in *Children, Sexuality and Sexualization*, edited by Emma Renold, Jessica Ringrose, and Danielle Egan. New York: Palgrave Macmillan.

Discussion Group Reading: Wong, W. 2011. "Where do I belong: A case study of two Asian trans-youth in Canada." *International Journal of Arts & Sciences*, 4(13): 463-472.

November 17: Gender, Sexuality and Technology

How has new media and digital technology informed child and youth sexuality? What are the 'moral panics' around sexualization and technology?

Hasinoff, A. A. 2014. "Blaming sexualization for sexting." *Girlhood Studies*, 7(1): 102-120.

Karaian, L. 2014. "Policing 'sexting': Responsibilization, respectability and sexual subjectivity in child protection/crime prevention responses to teenagers' digital sexual expression." *Theoretical Criminology*, 18(3): 282-299.

Discussion Group Reading: Ringrose, J., & Harvey, L. 2015. "Boobs, back-off, six packs and bits: Mediated body parts, gendered reward, and sexual shame in teens' sexting images." *Continuum*, 29(2): 205-217.

November 24: Final Exam

December 1: Girlhood and Activism [No discussion group meeting]

How are young girls resisting everyday oppressions? How has technology changed the way young girls engage and resist?

Keller, Jessalynn. 2016. "Chapter 15-Making Activism Accessibly: Exploring Girls' Blogs as Sites of Contemporary Feminist Activism." Pp. 261-278 in *Girlhood and the Politics of Place*, edited by Claudia Mitchell and Carrie Rentschler. New York: Berghahn Books. [CuLearn]

Palacios, Lena. 2016. "Chapter 15- "Ain't No Justice...It's Just Us": Girls Organizing against Sexual and Carceral Violence." Pp. 279-295 in *Girlhood and the Politics of Place*, edited by Claudia Mitchell and Carrie Rentschler. New York: Berghahn Books. [CuLearn]

Final research paper due