Instructor: Daniella Bendo  
Office: A701 Loeb  
Office Hours: Thursdays by Appointment  
Email: daniellabendo@cmail.carleton.ca  
Phone Number: 613-520-2600 x.1842  

Course meets: Thursday 8:35 am – 11:25 am in 100 SP  

Pre-requisites & Precluded Courses: 0.5 credit ANTH, or SOCI 1001 and SOCI 1002, or SOCI 1003 and third-year standing.  

Course Description:  
This course adopts a critical lens to explore notions of childhood and children living in a globalized era through sociological and anthropological perspectives. The course examines cultural, historical, economic, political and social forces that contribute to the social constructions of children and childhood and how these discourses influence understandings of young people that ultimately shape their lived experiences and everyday lives. Through the use of childhood scholarship that is drawn from interdisciplinary literatures, the course will focus on investigating children and childhood within global contexts, including the global North and South. The course also examines the role of children’s rights in understanding ideas about children as rights-bearing citizens. The main topics that will be explored may include: the emergence of children’s rights discourses, children’s social movements, child and youth advocacy, girlhood, child labour, child trafficking, war-affected children, sexual exploitation, children on the move and childhood in the digital world.  

Course Objectives:  
1. Deconstruct the meanings of child, children and childhood by examining evolving understandings and discourses of childhood.  
2. Recognize how scholarly theories of childhood impact conceptualizations and experiences of children.  
3. Explore issues and debates in the sociology and anthropology of childhood as well as children’s rights scholarship.
4. Expand awareness of the UN Convention on the Rights of the Child and examine how this treaty impacts children’s lives and the experiences of childhood in Canada and abroad.

5. Engage in the research process to identify appropriate research topics and define research problems.

**In addition, students are expected to demonstrate and develop transferable core skills:**

- Written and verbal communication skills through essay writing, poster presentations, and group engagement.
- Self-management skills including planning, study skills, organization, and meeting deadlines.
- Academic skills including critical and analytic skills, problem solving, creativity, research and literacy.

**Reading (s)/Textbook (s):**

All journal articles and book chapters are available on-line through the Carleton Library or open access journals. Web-links and PDF’s are provided on ARES and/or indicated in the course schedule. All readings noted on the course schedule are required.

**Course Evaluation:**

**Assignment 1:** In Class - Critical Reflection (25%) OCT 4
**Assignment 2:** Poster Presentation (20%) Peer Engagement (5%) total = (25%) OCT 18
**Assignment 3:** Final Paper (35%) DEC 6

**Participation/In-class assignments** (6 in-class assignments worth 2.5% each = 15%)

Student participation will be evaluated on the basis of active, informed, consistent and thoughtful oral participation in class discussions. This participation mark is based on your understanding and analysis of the readings, films, guest lectures and other lecture material which will be evaluated through in-class assignments in discussion groups (groups of 4-5). In-class assignments will be completed in the third hour of lecture and submitted to CU Learn by the end of class. There will be a total of 6 in-class assignments throughout the semester, each in-class assignment is worth 2.5%. You will be evaluated on your preparation and level of engagement with the material. Each group member will receive the same grade. Details to be provided in class. No make-up assignments except with medical documentation.

**Assessment Standards:**

Evaluation of student work takes into account that learning develops over time as connections are made between concepts and ideas that apply in practice. Generally, an assignment that deals primarily with basic ideas and concepts will be assessed a C
range grade; an assignment that makes connections will be assessed a B range grade; and an assignment that incorporates ideas with connections and application will be assessed an A range grade. If you feel that you may require assistance with your writing, please consult the Writing Tutorial Service (4th flr. MacOdrum Library). Final grades are subject to the Dean’s approval. 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)

COURSE POLICIES:

Late Policies:
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. Any assignments placed in the Sociology and Anthropology drop box (7th floor Loeb, B750) will be stamped once per weekday at 4:30 p.m. Students do not have the option of re-writing assignments to improve their grades.

Attendance:
Attendance is mandatory. Because 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 or your TA as soon as possible.

Academic Regulations, Accommodations, Plagiarism, Etc.
University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university’s website, here:
http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/

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 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).

*The deadline for contacting the Paul Menton Centre regarding accommodation for final exams for the Fall 2018 (December) exam period is **November 9, 2018.** The deadline for contacting the Paul Menton Centre regarding accommodation for final exams for the Winter 2019 (April) exam period is **March 15, 2019.**

**For Religious Obligations:**
Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Students or instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website for a list of holy days and Carleton's Academic Accommodation policies, or may contact an Equity Services Advisor in the Equity Services Department for assistance.

**For Pregnancy:**
Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

**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 is 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](http://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 your instructor 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](https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf)
Plagiarism:
Plagiarism is the passing off of someone else's work as your own and is a serious academic offence. For the details of what constitutes plagiarism, the potential penalties and the procedures refer to the section on Instructional Offences in the Undergraduate Calendar. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy (See https://carleton.ca/registrar/academic-integrity/). The Policy is strictly enforced and is binding on all students. Academic dishonesty in any form will not be tolerated. Students who infringe the Policy may be subject to one of several penalties.

What are the Penalties for Plagiarism?
A student found to have plagiarized an assignment may be subject to one of several penalties including but not limited to: a grade of zero, a failure or a reduced grade for the piece of academic work; reduction of final grade in the course; completion of a remediation process; resubmission of academic work; withdrawal from course(s); suspension from a program of study; a letter of reprimand.

What are the Procedures?
All allegations of plagiarism are reported to the faculty of Dean of FASS and Management. Documentation is prepared by instructors and departmental chairs. The Dean writes to the student and the University Ombudsperson about the alleged plagiarism. The Dean reviews the allegation. If it is not resolved at this level then it is referred to a tribunal appointed by the Senate.

Assistance for Students:
Academic and Career Development Services: http://carleton.ca/sacds/
Writing Services: http://www.carleton.ca/csas/writing-services/
Peer Assisted Study Sessions (PASS): https://carleton.ca/csas/group-support/pass/

STUDENTS MUST COMPLETE ALL COURSE REQUIREMENTS IN ORDER TO OBTAIN A FINAL GRADE

Other 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. Do NOT email assignments or slip assignments under my office door. Leave late assignments in Sociology drop box in B750 Loeb Building. They will be date stamped at 4:30 p.m. on weekdays.

Email Policy: You can expect an email response from me within 48 hours (excluding weekends Friday 4 p.m. to midnight Sunday).
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 or your TA. 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.

Note to Students: 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.

Intellectual Property and other additional information:

- Student or professor materials created for this course (including presentations and posted notes, labs, 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).
- Students must always retain a hard copy of all work that is submitted.
- Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.
- 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.
- In accordance with FIPPA, please ensure all communication with staff/faculty is via your Carleton email account. To get your Carleton Email you will need to activate your MyCarletonOne account through Carleton Central. Once you have activated your MyCarletonOne account, log into the MyCarleton Portal.
- Please note that you will be able to link your MyCarletonOne account to other non-MyCarletonOne accounts and receive emails from us. However, for us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid MyCarletonOne address. Therefore, it would be easier to respond to your inquiries if you would send all email from your connect account. If you do not have or have yet to activate this account, you may wish to do so by visiting https://students.carleton.ca/

Important Dates

**Fall 2018**

August 29  All Fall term syllabi must be posted
September 3  Labour Day – University Closed.
September 5  Classes start.
September 14-16 Summer term deferred examinations will be written.
September 19  Last day for registration and course changes in Fall and Fall/Winter courses.
September 30  Last day to withdraw from fall term and fall/winter courses with a full fee adjustment. Withdrawals after this date will result in a permanent notation of WDN to appear on the official transcript.
October 5
December exam schedule available online.

October 8
Thanksgiving Day – University closed.

October 22-26
Fall break, no classes.

November 23
Last day for summative tests or final examinations, or formative tests or examinations totaling more than 15% of the final grade in Fall term courses before the official examination period.

December 7
Classes follow a Monday schedule.
Fall term ends. Last day of classes. Last day for academic withdrawal from Fall term courses. Last day for take-home examinations to be assigned (except those that conform to the Academic Regulations of the University in the Undergraduate Calendar/General Regulations of the Graduate Calendar).
Last day for handing in term work and the last day that can be specified by a course instructor as a due date for Fall term courses.

December 9-21
December exams: Final examinations for Fall courses, mid-terms for Fall/Winter courses. Exams are normally held all seven days of the week. All take-home exams are due except those that conform to the Academic Regulations of the University in the Undergraduate Calendar/General Regulations of the Graduate Calendar.

December 25 -January 1
University closed

Class Schedule

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<thead>
<tr>
<th>Weekly Topic</th>
<th>Required Readings</th>
<th>Notes</th>
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<tbody>
<tr>
<td><strong>Week 1: SEPT 6</strong></td>
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<td><strong>Week 2: SEPT 13</strong></td>
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<td><strong>Week 3: SEPT 20</strong></td>
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<td><strong>Week 4: SEPT 27</strong></td>
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<tr>
<td>Week 6: OCT 11</td>
<td>In preparation for next week’s final paper workshop and to help you think about ways to organize, summarize and synthesize your ideas for the in-class critical reflection please read the following article: Denney, A., &amp; Tewksbury, R. (2013). How to write a literature review. <em>Journal of Criminal Justice Education</em>, 24(2), 218-234.</td>
<td>Class Feedback</td>
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<tr>
<td></td>
<td>MEET IN POSTER SYMPOSUM (LOCATION TBA)</td>
<td>We will meet for our 3 hr poster symposium</td>
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<tr>
<td></td>
<td>ENJOY READING WEEK - NO CLASS</td>
<td>Use this time to work on your final paper</td>
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ASSIGNMENT DESCRIPTIONS

Assignment 1: In-Class Critical Reflection 25%

Date: Oct 4, 2018
Location: In Class

The in-class critical reflection will evaluate your comprehension of the courses main theories and concepts from required readings, lecture content, films and guest speakers. Students will answer 3 questions from 4-5 potential options. Each question will be derived from a specific reading, lecture, film or guest speaker. The In-Class Critical Reflection will be open-book and students can draw on their notes to help develop their responses. You are asked to address how this reading/quote relates to the course and why it should be considered important; offer support for or criticism of the reading/lecture/film or guest speaker. In other words, each answer should contain a descriptive component and a critical one. Answers will be graded based on the accuracy of the descriptive component (1); the sophistication and persuasiveness of the critical component (3); and the quality of the writing (1).

Specific details to be provided in class.

Assignment 2: Poster Presentation 25%

Date: Oct 18, 2018
Location: TBA

Students will select a research topic from one of the course topics or a topic they wish to pursue that is pertinent to the course and present a poster to be displayed at a class poster session. A poster template will be provided. Students can work individually or in groups of up to 4 people. Students can use the same topic that they intend to use for their final
paper if they wish to use the poster as an opportunity to receive feedback on their research findings. At the poster session, you/your group are responsible for answering questions on your own poster from the instructor and/or TAs. Grade for quality of poster and responses to questions: 20%

You will be asked to interact with classmates at the poster session to complete an activity: 5%

A grade of 0 will be assigned for non-attendance at the poster event without proper medical documentation.

Specific details to be provided in class.

Assignment 3: Research Paper 35%

Due: Dec 6, 2018

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 studies. Students will submit a written essay that is 8-10 double spaced pages plus bibliography, 12 point times new roman font. You are strongly encouraged to draw some materials for your paper from the Landon Pearson Resource Centre collection. Your paper should include a literature review of the published research that describes the scholarship that has been conducted in your topic area. You can refer to these studies in your description to explain how one question in this area leads to others. In another part of your paper, describe your research and the question of interest to you. In what ways does your question contribute to or extend the conversation of this topic in children’s rights/childhood studies scholarship.

Length: 8-10 double-spaced pages; minimum 6 scholarly (peer reviewed) sources, 2 of the scholarly sources can be derived from the class readings.

No extensions except with medical documentation.

Participation: In-Class Assignments/Group Discussions (15%):

Each assignment is to be completed during the discussion group in class, six times throughout the semester. As two of the assignments, students will participate in a poster prep workshop and final paper workshop – these workshops will count as part of your participation mark. Each assignment is worth 2.5% and is based on the class lecture, readings, films or guest speakers and your participation in the workshops. A bonus group discussion (2.5%) will be held in Week 12 – students who participate will received bonus marks on their final paper. Details to be provided in class. No make-up assignments except with medical documentation.

*instructor reserves the right to modify course outline.