

BROCK UNIVERSITY - DEPARTMENT OF CHILD AND YOUTH STUDIES
CHYS 3P94: CHILDHOOD, YOUTH & EQUITY ISSUES

Instructor: Associate Professor Richard C. Mitchell, Ph.D.

COURSE DESCRIPTION:

The course is a transdisciplinary integration of lectures, web-based resources, streamed video and online seminar discussions. Each week we will explore how traditional developmental models for improving children's and young people's "equity" issues compare and contrast theoretically and methodologically with sociological approaches. We will consider the nature of inequality through dimensions of age and stage, human rights, poverty, culture, gender, ability and sexual identity as well as through theoretical, historical, and socio-political contexts. In addition, rights-based perspectives for mentoring young people's democratic citizenship and their participation in re-defining their own equity issues are discussed and debated. The main theme of the course is to consider how these interconnected issues related to social inclusion play out in unequal ways for many children and young people in Canadian society. Course topics include theoretical, policy and professional issues to do with the racialization of child poverty, Aboriginal and First Nations experiences and discourses, young people in out-of-home care, and those experiencing cognitive and mobility challenges in professional practice settings.

COURSE OBJECTIVES IN ACCORDANCE WITH ONTARIO'S
UNDERGRADUATE DEGREE LEVEL EXPECTATIONS (or UDLEs):

1. To understand and analyze theories, ideologies and methodologies associated with the ways in which children and young people experience social exclusion in Canada.
2. To think critically about 'childhood', 'youth' and 'adolescence' with regard to age and stage, poverty, gender, ethnicity, ability and sexuality, and how each of these may intersect to "produce" inequality and/or discrimination.
3. To critically evaluate our own personal and professional understanding of designations such as 'childhood', 'youth' and 'adolescence' as social constructions that are not solely biologically determined, and begin to question our taken-for-granted assumptions about such universalized, essentialized categories.

COURSE EVALUATION:

1) <u>ONLINE SEMINAR PARTICIPATION</u>	20%
2) <u>MID-TERM READINGS EXAM</u>	40%
3) <u>DRAFT OF TERM PAPER</u>	15%
4) <u>TERM PAPER</u>	25%