

Instructor: Associate Professor Richard C. Mitchell

COURSE DESCRIPTION:

Welcome to CHYS 3P10, a core course of your program that allows students to consider how contemporary theories of childhood might shape and inform the design of any of the qualitative research methodologies we review. I've adopted transdisciplinary tools to shape my Lecture materials and seminar questions, and this way of understanding helps to gauge the emerging international 'discipline' of child and youth studies within teaching, learning, and professional contexts. This transdisciplinary approach is also a dimension of *critical social pedagogy* which...

...signals how questions of audience, voice, power, and evaluation actively work to construct particular relations between teachers and students, institutions and society, and classrooms and communities....Pedagogy in the critical sense illuminates the relationship among knowledge, authority, and power (Giroux, 1994: 30, *Disturbing pleasures: Learning popular culture*. New York/Routledge).

This central philosophical premise focuses attention upon how, and in whose interests, new research knowledge about young people is being produced and passed on to students, professionals, and policy makers. At the same time, this approach assumes that the ideal aims of all forms of education are both emancipatory and linked with social action. This type of education aims to actively involve whole communities in transforming oppression and inequities within individual lives, within broader social and political networks, and in the natural environments to which we all belong. As Freirean educator Joe Kincheloe pointed out, the concept of supporting students to answer the complex and compelling questions confronting us in the 21st century is the important task of critical educators (Kincheloe, 2008: 4, *Knowledge and Critical Pedagogy – An Introduction*. New York/Springer Publishing).

[SAMPLE] COURSE OBJECTIVES:

1. To understand through comparison and analysis *five qualitative methodologies* for research with and for children and young people, and underlying contemporary theories, ideologies and procedures through which qualitative researchers carry out such investigations
2. To think *critically* about designations for 'childhood', 'youth' and 'adolescence' with regard to age and stage, poverty, gender, ethnicity, ability and sexual identities, and how each of these may intersect to 'produce' qualitative research and new knowledge
3. To begin an *appreciation of transdisciplinarity* and how this thinking shapes and impacts the five methodologies reviewed in this course for conducting qualitative research with and for children and young people

These objectives are congruent with the *Ontario Council of Academic Vice-Presidents' Undergraduate Degree Level Expectations* (Please visit and read http://www.brocku.ca/webfm_send/16941).

COURSE EVALUATION AND ASSIGNMENTS:

1) Online Seminars	10%
2) In-person Seminars	20%
3) Mid Term Exam	40%
4) Qualitative Research Proposal Final Assignment	30%