

MOUNT SAINT VINCENT UNIVERSITY
Department of Child and Youth Study

Course Title: Cultural Perspectives on Childhood and Adolescence
CHYS 4416 (16/18) Fall 2011

Location & Time: Distance: Elluminate
M 5:00pm - 7:30pm

Lecturer: Mr. Robert S. Wright, MSW, RSW
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Office: Evaristus 319

Office hours: MW 1pm – 2:30pm or by appointment
Distance students may arrange to meet me online.

Course Description: A senior seminar devoted to examining childhood and adolescence in various countries. Attention will be focussed on cultural attitudes and values related to children and how these values are reflected in research and social policy for children and families.

Required Text: CHYS Readings (listed below and on Moodle – see Readings Schedule)

Moodle & Elluminate:

This course will be facilitated online using Elluminate.
Elluminate Live login: <https://sas.illuminate.com/site/external/login/user>
Elluminate Live Setup instructions & Troubleshooting:
http://moodlelive.msvu.ca/file.php/1/Elluminate_Setup_Instructions/Elluminate_Setup_Instructions.htm
A Moodle site has been organized for this class, it may be found at:
<http://moodlelive.msvu.ca>
Moodle Student Guide:
<http://moodlelive.msvu.ca/mod/resource/view.php?id=34234>
Technical Help: If you require assistance with Moodle and/or Elluminate, please first contact Distance Learning:
Monday-Friday, 8 a.m. – 4 p.m. (Atlantic time), (902) 457-6717;
First week of term only, additional help is available Monday-Friday, 4 p.m. – 8:30 p.m. (Atlantic time), (902) 457-5067;
For after-hour emergencies, please contact the Mount Switchboard: (902) 457-6788; Email: online@msvu.ca

Course Expectations: Students are expected to complete the assigned readings in advance of coming to class and to attend class regularly and participate in activities and discussions that occur therein. Students are also expected to submit all assignments by their due dates.

Course Objectives: By the end of this course students will better understand that:

1. Cultural heritage, identity, and contemporary affiliation are as significant as biology and have daily influence and meaning in the lives of many children and their families.
2. Racism is a powerful and malevolent global social context that must be understood as we seek to understand the nature of cultural difference.
3. Human differences and diversity are natural and enhancing to the human experience.
4. Western views and practices related to child development and child upbringing are one of many other culturally-based attitudes and approaches to child-rearing around the globe.
5. Child and youth care practitioners/educators must develop cultural competence in order to foster and promote healthy cultural identities and anti-racist responses to diversity.

Course Requirements: There will be no quizzes or time limited, invigilated exams in this course. Students will be evaluated on their take-home written work and participation in general and specific in-class activities. Students who may request special consideration as a result of a conflict with a deadline for an assignment must do so in advance of the relevant deadline. The maximum length of papers will strictly enforced. All submitted material will be written in APA format and will include a cover page and a reference page (both strictly laid out in APA format) which will count as part of the page limit. Generally it is expected that all papers will include 1 properly cited reference per page (i.e. a 5 page paper will have at least 5 references). This includes reflection papers.

All assignments should be submitted via Moodle in pdf format. They will be printed and comments will be made on hard copy. **To facilitate the return of papers students will indicate on the cover page of their assignment a fax number to which the hard copy can be sent.** Local students may arrange to pick their papers from the instructor's office during office hours.

Reflection Paper:

Students will produce a brief reflection paper in which they consider the meaning and place of culture and race in their lives and professional practice. Students will describe how they identify themselves culturally/racially and what factors have shaped that identity (eg. Family of origin, religious affiliation, choice of peer group). Students will reflect on how their cultural/racial identity has affected their acceptance and

experience in school, in the community, and in their profession paying attention particularly to what privilege or disadvantage they have experienced (5 page limit, inclusive of cover page and reference page).

Research Paper:

Students will prepare a paper with the title: “Race and Culture in XXX: Working with YYY” in which XXX represents the particular setting or field of practice and YYY represents a particular cultural/ethnic or racialized group. The paper will begin by describing the problem or issue under study, will review relevant literature and will propose a practice method, intervention, policy or initiative that would promote improved practice to meet better the needs of the cultural/ethnic or racialized group identified (12 page limit, inclusive of cover page and reference page).

Reaction Paper:

Students will prepare a paper describing their personal and professional reaction to the substance of the course. Making reference to particular readings, students will explain how the material has informed their personal knowledge and how it will influence their practice. Students will consider how the course has promoted their cultural competence and will suggest how the course might be improved to that end (6 page limit, inclusive of cover page and reference page).

In-class Activities and Participation:

Most classes will be organized in a fashion that includes some lecture, review of class readings, small group discussions, in class writing assignments, structured activities and discussions of relevant, contemporary issues. Students are expected to demonstrate a working knowledge of the assigned readings and engagement with materials presented in lectures. This is an online course. Students will make use of the technology to make observable their presence and participation in class.

Academic accommodations for students with disabilities:

Students who have a disability and who require academic accommodations must register with Disability Services (<http://www.msvu.ca/disabilityservices>) as early as possible in order to receive accommodations.

Penalties:

Students are responsible for ensuring that they have met the prerequisite and other criteria for admission to the class and have properly registered for it. Failure to do so will result in no grade being submitted. Students who submit late assignments without receiving accommodation for same will lose one grade letter penalty (ex. an A paper will receive a B).

Evaluation: Unless otherwise negotiated (we will discuss the concept of flexible evaluation in class), students will be evaluated on the assigned material using the following weighting:

Reflection Paper	Sept. 26	20%
Research Paper	Oct. 17	40%
Reaction Paper	Dec. 7	20%
In-Class Participation	Ongoing	20%

Your instructor will draw upon the normative criteria of academic success that circulate widely throughout academia and that are broadly (if oftentimes rather unquestioningly) used as a basis for credentialing students in the academic milieu. They will apply the standards typical for assessing work at an undergraduate level. Please understand that these standards include good writing, thorough research and accurate and complete referencing, with no plagiarizing (plagiarizing is an academic offence). Correct use of language is one of the criteria included in the evaluation of all written assignments.

Plagiarism: “University regulations on plagiarism and cheating and other academic offenses will be strictly enforced. These regulations including applicable procedures and penalties are detailed in the University Calendar and are posted on department notice boards and on the website at www.msvu.ca on the Current Students’ page under Academic Offenses.”

Class Agenda And Reading Assignments:

Date	Topic
September 12	Course Outline Review Definitions, Course expectation, Reflections on Video Video Viewing: Botkin, Nancy Trites & Prouty, Daniel (1993). For Angela. Montreal: National Film Board of Canada. (This video will be viewed and discussed in class.)
September 19	Understanding the Issues of Culture and Race in Practice Readings: Fulcher, Leon C. (1998). Acknowledging culture in child and youth care practice. <i>Social Work Education</i> , 17(3), 321-338 Kohl, H. (1994). I won’t learn from you: confronting student resistance. In <i>Rethinking our Classroom</i> . Milwaukee: Rethinking our schools Wright, R. S, and Leader, T. (1997). Prevention and treatment of addictions among North American persons of African descent: another

look at the disease model. Paper available at:
<http://www.robertswright.ca/Prevention%20and%20Treatment%20of%20Addictions.pdf>

September 26

Understanding Cultural Difference and Indigenous Knowledge

Readings (Students should review the Nichols resource and come to class with an understanding of the words contained therein, i.e. use the dictionary!):

Nichols, Edwin (~2000). *The Philosophical Aspects of Cultural Difference*.

Battiste, Marie (2005). *Indigenous knowledge: foundations for First Nations*. *World Indigenous Nations Higher Education Consortium Journal*. 2005 Edition. Accessed on August 25, 2011 at: <http://www.win-hec.org/docs/pdfs/Journal/Marie%20Battiste%20copy.pdf>

Di Martino, Emily Comstock (1989). Understanding children from other cultures. *Childhood Education*, 66,(1), 30-32.

October 3

Understanding Racism

Readings:

Santiago-Valles, Kelvin (2003). "Race," labor, "women's proper place," and the birth of nations. *The New Centennial Review*, 3 (3), 47-69

Maxwell, C. V. H. (1999). Race and Servitude: The Birth of a Social and Political Order in Bermuda, 1619-1669. *Bermuda Journal of Archaeology and Maritime History*, 11, 39-65.

October 10

(Thanksgiving – No Class)

October 17

Attunement to Self and Others: Developing Cultural Competence

Readings:

Hoskins, M.L. (1999, April). Worlds apart and lives together: Developing cultural attunement. *Child and Youth Care Forum*, 28(2), 73-85.

Nova Scotia Department of Health (2005). *A Cultural Competence Guide for Primary Health Care Professionals in Nova Scotia*. Halifax: Nova Scotia Department of Health. (available online at: http://www.healthteamnovascotia.ca/cultural_competence/Cultural_Competence_guide_for_Primary_Health_Care_Professionals.pdf)

October 24

The Experience of Immigrants in North America

Readings:

Fuligini, A.J. (1998). The adjustment of children from immigrant families. *Current Directions in Psychological Science*, 99-103.

Shields, Margie K. and Behrman, Richard E. (2004). Children of Immigrant Families: Analysis and Recommendations. *The Future of Children*, 14 (2), 4 – 15.

October 31

Considerations in the Caribbean

Readings:

Pedro, J., & Conrad, D. (2006). Special education in Trinidad and Tobago: Educational vision and change. *Childhood Education*, 82(6), 324- 326.

Keon, W.J. (2009). Cuba's system of maternal health and early childhood development: Lessons from Canada. *Canadian Medical Association Journal*, 180(3), 314-316.

Moser, Caroline & van Bronkhorst, Bernice (1999). Youth violence in Latin America and the Caribbean: Costs, causes, and Interventions. *LCR Sustainable Development Working Papers (3)*. Washington DC: World Bank.

November 7

Chinese, Japanese, African, and Scandinavian Early Childhood Development Issues and Approaches

Readings:

Che, Y., Hayashi, A., & Tobin, J. (2007). Lessons from China and Japan for preschool practice in the United States. *Educational Perspectives*, 40(1), 7-12.

Nsamenang, A. B. (2007). A critical peek at early childhood care and education in Africa. *Child Health and Education*, 1(1), 1-12.

Smit, M., Knorth, E.J., & Klomp, M. (1997, October). Child and youth care in the Netherlands: Services and developments. *Child and Youth Care Forum*, 26(5), 311- 321. [7]

November 14

Unit 4: Culturally-Related Youth Identities and Needs

Readings:

Hodge, D.R. (2002, January). Working with Muslim youths: Understanding the values and beliefs of Islamic discourse. *Children and Schools*, 24(1), 6-17.

Film (Review prior to coming to class)

(African-Canadian Youth - Video: "Speak It!" – online @ NFB.ca)

November 21

Queer Youth: Cultural Group or Racialized Minority

Readings:

O'Connor, Andi (1994). Who gets called queer in school? Lesbian, gay and bisexual teenagers, homophobia and high school. *The High School Journal*, 77 (1), 7-12.

Plummer, David C (2001). The quest for modern manhood: masculine stereotypes, peer culture and the social significance of homophobia. *Journal of Adolescence*, 24, 15-23.

Capper, Colleen A. (1999). (Homo)sexualities, organizations, and administration: Possibilities for in(queer)y. *Educational Researcher*, 28 (5), 4-11.

November 28

Cultivating Cultural Competence in Children

Readings:

Hyun, E. (2007). Cultural complexity in early childhood: Images of contemporary young children from a critical perspective. *Childhood Education*, 83(4), 261-266.

Barrera, I., & Kramer, L. (2007). Skilled dialogue; Weaving webs of connectedness across diverse voices and identities. *Childhood Education*, 83(5), 304-308.

Cohen, L.E. (2009, May). Exploring cultural heritage in a kindergarten classroom. *Young Children*, 64(3), 72-77.

December 5

Cultivating Cultural Competence in Youth

Readings:

Thomas, Paul (2007). Moving on from 'anti-racism'? Understandings of 'community cohesion' held by youth workers. *Journal of Social Policy*, 36 (3), 435-455.

Lund, Darren E., & Nabavi, Maryam (2008). Understanding student anti-racism activism to foster social justice in schools. *International Journal of Multicultural Education*, 10 (1).