



EDST 502A GROWING UP IN HISTORY: CRITICAL APPROACHES TO CHILDREN AND YOUTH

Term Summer 2A
July 2 – 18th, 2014
Mon-Friday, 9:00-12:00
Location: Ponderosa F201

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COURSE DESCRIPTION

This accelerated summer course introduces graduate students to the rapidly proliferating scholarly interest in critical studies of children and youth in a range of disciplines. While historical developments in the field will act as a main pillar of the course, we will also consider scholarship in other fields (such as sociology, philosophy, and geography). Our seminars will focus on a range of theoretical approaches to the experience of the young, methodological challenges associated with research in the area, as well as how children and childhood, youth and adolescence are, and have been, conceptualized across time, space, and context. Did childhood exist in the past or it is a modern invention? How did the young mature in past times, and what relationship to current patterns, particularly regarding education, does the past have? How has the “value” of childhood been determined in various societies and how has this changed over time? How have particular children and their families responded to their circumstances? The overarching question guiding the course asks how young people of various races, classes, ethnicities, abilities, and sexualities, experienced life in the past and how this knowledge equips us to work for positive change for contemporary children and their families.

COURSE OBJECTIVES

This course is designed to provide learning opportunities that will assist you in:

- gaining a familiarity with the larger theoretical and methodology debates in critical studies of children and youth across disciplines;
- a general grounding in historical scholarship that underpins contemporary approaches to children and youth
- locating yourself in the theoretical field; developing insight into social conditions and changes affecting attitudes towards and experiences of young people today, and into what makes these conditions and changes contentious.