



# CAPILANO UNIVERSITY

COURSE OUTLINE		
<b>TERM:</b> <i>Fall 2019</i>	<b>COURSE NO:</b> <i>EDUC 505</i>	
<b>INSTRUCTOR:</b>	<b>COURSE TITLE:</b> <i>Childhoods: Reconceptualist Narratives in Early Childhood</i>	
<b>OFFICE:</b> <b>LOCAL:</b> <b>E-MAIL:</b> @capilanou.ca	<b>SECTION NO(S):</b>	<b>CREDITS:</b> <i>6.0</i>
<b>OFFICE HOURS:</b>		
<b>COURSE WEBSITE:</b>		

Capilano University acknowledges with respect the Lil'wat, Musqueam, Squamish, Sechelt, and Tsleil-Waututh people on whose territories our campuses are located.

**COURSE FORMAT** Three hours of class time, plus an additional hour delivered through on-line or other activities for a 30-week semester. This course may also be offered online or in mixed-mode format

**COURSE PREREQUISITES/CO-REQUISITES** None

**CALENDAR DESCRIPTION** This course uses poststructural including posthumanist theories and a reconceptualist perspective to reimagine alternative ways of understanding childhoods in the 21st century. Students explore the concept of subjectivity to make visible how subjects are produced and maintained in educational practices. Woven throughout this course is an analysis of how particular neoliberal subjectivities within education routinely marginalize specific groups of children and families. Students consider alternative educational practices that emerge from a perspective that all children are strong, resilient and resourceful. Attention is given to the messy, complex and often contradictory lives of that contain entangled multiple relationships with humans and more than human beings.

#### **REQUIRED TEXTS AND/OR RESOURCES**

Bloc, M. Blue Swadener, B. & Cannella, G. (Eds). (2014). *Reconceptualizing early childhood care & education: A reader critical questions, new imaginaries & social activism*. New York: Peter Lang

Moss, P. *Alternative narratives in early childhood: An introduction for students and practioners*. New York Routledge

Government of British Columbia. (2008). *British Columbia early learning framework*. Victoria, BC: Ministry of Education, Ministry of Health, Ministry of Children and Family Development, & British Columbia Early Learning Advisory Group.

Braidotti, R. & Hlavajova, M. (Eds) (2018). *Posthuman glossary*. London UK and New York: Bloomsbury

- Gibson, K., Bird Rose, D. & Fincher, R. (Eds) (2015) *Manifesto for living in the Anthropocene*. Brooklyn New York: Punctum Books.
- Haraway, D. J. (2016). *Staying with the trouble: making kin in the Chthulucene*. Durham and London: Duke University Press.
- Heckman, S. (2010). *The material of knowledge: feminist disclosures*. Bloomington and Indianapolis: Indiana University Press.
- Hodgins, D. (Ed) (2019). *Feminist research for 21<sup>st</sup> Century Childhoods: Common worlds methods*. New York: Bloomsbury
- Moss, P. (2019). *Alternative narratives in early childhood: an introduction for students and practitioners*. New York: Routledge.
- Pacini-Ketchabaw, V. & Taylor, A. (Eds) (2015). *Unsettling the colonial places and spaces of early childhood education*. New York: Routledge.
- St. Pierre, E. A. & Pillow, W. S. (Eds). (2000). *Working the ruins: feminist poststructural theory and methods in education*. New York: Routledge
- Taylor, C. A. & Hughes, C. (Eds) (2016). *Posthuman research practices in education*. London: Palgrave Macmillan
- Tuck, E. & McKenzie, M. (Eds). (2015). *Place in research: theory, methodology, and methods*. New York: Routledge.
- Tuhiwai Smith, L., Tuck, E. & Yang, K. W. (Eds). (2019). *Indigenous and decolonizing studies in education: mapping the long view*. New York: Routledge.
- Youngblood Jackson, A. & Mazzei, L. (Eds) (2012). *Thinking with Theory in Qualitative Research: Viewing Data Across Multiple Perspectives*. New York: Routledge.

## COURSE STUDENT LEARNING OUTCOMES

**On successful completion of this course, students will be able to do the following:**

- Use poststructural theories to reimagine alternative narratives of childhood to engage in reconceptualist pedagogical practices that reflect the BC ELF
- Engage with posthumanist theories to reimagine alternative narratives of childhood to engage in reconceptualist pedagogical practices that reflect the BC ELF
- Articulate how neoliberalism has produced particular subjectivities within the educational context that maintains social inequities
- Connect the student's own geopolitical position and history to her/his own educational practices
- Use poststructural and posthumanist theories to ask alternative questions of current pedagogical practices in order to reimagine more equitable and ethical practices.

## COURSE CONTENT

Topics
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The Reconceptualist Movement in Early Childhood – an overview
The Reconceptualist Movement in Early Childhood – research
The Reconceptualist Movement in Early Childhood – practice
The importance of dominant discourses and paradigm and other poststructuralism concerns and questions
Education and Neoliberalism: Looking at what narratives such as high quality and high return
Doing early childhood education on colonized lines
Subjectivity: Who is the subject? Creating and maintaining subjectivities Working with neoliberal subjectivities
Beyond the Anthropocene – posthumanism questions and concerns
The posthuman child: alternative narratives of rich, resourceful and resilient children; attending to the messy, complex and often contradictory lives of that contain entangled multiple relationships with humans and more than human beings.
The posthuman child: reimagining alternative educational practices

## EVALUATION PROFILE

Pedagogical Narrations: Plugging in theory	5 to 35%
Annotated Bibliography	5 to 35%
Research Essay	5 to 35%
Seminar Discussion Facilitation	5 to 35%
Exam	<u>5 to 30%</u>

**TOTAL**

**100%**

## GRADING PROFILE

A+ = 90-100	B+ = 77-79	C+ = 67-69	D = 50-59
A = 85-89	B = 73-76	C = 63-66	F = 0-49
A- = 80-84	B- = 70-72	C- = 60-62	

## Incomplete Grades

Grades of Incomplete “I” are assigned only in exceptional circumstances when a student requests extra time to complete their coursework. Such agreements are made only at the request of the student, who is responsible to determine from the instructor the outstanding requirements of the course.

## Late Assignments

Assignments are due at time and due date listed. If you anticipate handing in an assignment late, please consult with your instructor beforehand.

**Missed Exams/Quizzes/Labs etc.:**

Make-up exams, quizzes and/or tests are given at the discretion of the instructor. They are generally given only in medical emergencies or severe personal crises. Some missed labs or other activities may not be able to be accommodated. Please consult with your instructor.

**Attendance**

Students are expected to attend all classes and associated activities.

**English Usage:**

Students are expected to proofread all written work for any grammatical, spelling and stylistic errors. Instructors may deduct marks for incorrect grammar and spelling in written assignments.

**Electronic Devices** Students may use electronic devices during class for note-taking only.

**On-line Communication** Outside of the classroom, instructors will (if necessary) communicate with students using either their official Capilano University email or Moodle; please check both regularly. Official communication between Capilano University and students is delivered to students' Capilano University email addresses only.

**UNIVERSITY OPERATIONAL DETAILS)****Tools for Success**

Many services are available to support student success for Capilano University students. A central navigation point for all services can be found at: <https://www.capilanou.ca/student-life/>

**Capilano University Security: download the [CapU Mobile Safety App](#)**

**Policy Statement (S2009-06)**

Capilano University has policies on Academic Appeals (including appeal of final grade), Student Conduct, Academic Integrity, Academic Probation and other educational issues. These and other policies are available on the University website.

**Academic Integrity (S2017-05)**

*"All Course Outlines must provide students with a clear definition of academic dishonesty, including cheating and plagiarism, and a statement of the sanctions for academic dishonesty, which the department/instructor may apply."*

Any instance of academic dishonesty or breach of the standards of academic integrity is serious and students will be held accountable for their actions, whether acting alone or in a group. See policy and procedures S2017-05 Academic Integrity for more information: <https://www.capilanou.ca/about-capu/governance/policies/>

Violations of academic integrity, including dishonesty in assignments, examinations, or other academic performances, are prohibited and will be handled in accordance with the Student Academic Integrity Procedures.

**Academic dishonesty** is any act that breaches one or more of the principles of academic integrity. Acts of academic dishonesty may include but are not limited to the following types:

**Cheating:** Using or providing unauthorized aids, assistance or materials while preparing or completing assessments, or when completing practical work (in clinical, practicum, or lab settings), including but not limited to the following:

- Copying or attempting to copy the work of another during an assessment;
- Communicating work to another student during an examination;
- Using unauthorized aids, notes, or electronic devices or means during an examination;
- Unauthorized possession of an assessment or answer key; and/or,
- Submitting of a substantially similar assessment by two or more students, except in the case where such submission is specifically authorized by the instructor.

**Fraud:** Creation or use of falsified documents.

**Misuse or misrepresentation of sources:** Presenting source material in such a way as to distort its original purpose or implication(s); misattributing words, ideas, etc. to someone other than the original source; misrepresenting or manipulating research findings or data; and/or suppressing aspects of findings or data in order to present conclusions in a light other than the research, taken as a whole, would support.

**Plagiarism:** Presenting or submitting, as one's own work, the research, words, ideas, artistic imagery, arguments, calculations, illustrations, or diagrams of another person or persons without explicit or accurate citation or credit.

**Self-Plagiarism:** Submitting one's own work for credit in more than one course without the permission of the instructors, or re-submitting work, in whole or in part, for which credit has already been granted without permission of the instructors.

**Prohibited Conduct:** The following are examples of other conduct specifically prohibited:

- Taking unauthorized possession of the work of another student (for example, intercepting and removing such work from a photocopier or printer, or collecting the graded work of another student from a stack of papers);
- Falsifying one's own and/or other students' attendance in a course;
- Impersonating or allowing the impersonation of an individual;
- Modifying a graded assessment then submitting it for re-grading; or,
- Assisting or attempting to assist another person to commit any breach of academic integrity.

## **Sexual Violence and Misconduct**

All Members of the University Community have the right to work, teach and study in an environment that is free from all forms of sexual violence and misconduct. Policy B401 defines sexual assault as follows:

Sexual assault is any form of sexual contact that occurs without ongoing and freely given consent, including the threat of sexual contact without consent. Sexual assault can be committed by a stranger, someone known to the survivor or an intimate partner.

Safety and security at the University are a priority and any form of sexual violence and misconduct will not be tolerated or condoned. The University expects all Students and Members of the University Community to abide by all laws and University policies, including B.401 Sexual Violence and Misconduct Policy and B.401.1 Sexual Violence and Misconduct Procedure (found on Policy page <https://www.capilanou.ca/about-capu/governance/policies/>)

**Emergencies:** Students are expected to familiarise themselves with the emergency policies where appropriate and the emergency procedures posted on the wall of the classroom.