

# Minor Change to Existing Program Proposal Form

## Deadline

FWS 19-20 June 1, 2018

Prior to completing this form, proponents are asked to consult Kathryn Doyle, Faculty Curriculum Manager, [doyleka@yorku.ca](mailto:doyleka@yorku.ca), for definitions of major versus minor modifications

## Departmental Curriculum Approval

The Committee on Curriculum, Curricular Policy and Standards will not consider new course proposals that has not received department-level curriculum approval.

<b>Name: Susan Warwick</b>	<b>Position: UPD</b>	<b>Date: May 23, 2018</b>
<b>Name:</b>	<b>Position:</b>	<b>Date:</b>
<b>Name:</b>	<b>Position:</b>	<b>Date:</b>

## Contact Information

<b>Department:</b> Humanities
<b>Undergraduate Program Director:</b> Susan Warwick
<b>Proponent's Name:</b> Cheryl Cowdy & Alison Halsall
<b>Proponent's Email:</b> <a href="mailto:ccowdy@yorku.ca">ccowdy@yorku.ca</a> & <a href="mailto:ahalsall@yorku.ca">ahalsall@yorku.ca</a>

## Minor Change Description

1. What is the proposed change?
2. How does this change affect the program?

1. Addition of a new alternative to the core CCY 3999 6.00 course in the CCY core curriculum
2. Offers students a second option to the 3000-level requirement that combines literary criticism and archival research with participatory research methodologies; it positions students to move on to an honours independent research project in the CCY 4<sup>th</sup> year core capstone course (AP/CCY 4999).

## Academic Rationale

1. How does this change clarify requirements or options for students?
2. How does this change contribute to program identity or coherence?
3. How does the change affect the program's effectiveness at preparing students to meet the program learning outcomes?

1. This course offers an alternative stream to the core CCY 3999 course, one that takes a humanities approach to the social and textual production of children's literature and social and cultural artefacts. It combines literary criticism with participatory research methodologies developed within Childhood Studies.
2. This course abandons "adult-centred" theorizations about children's literature and addresses children's lived experiences. In anticipation of the 4<sup>th</sup> year CCY capstone course (4999), it encourages the involvement of young people as peer researchers who are social agents, cultural producers, experts on their own lives.
3. The addition of an alternative core course at the 3000-level enhances the EE learning objectives of the program by offering hands-on learning experience in archives and special collections; Students Apply knowledge from Children, Childhood & Youth core courses to the study of the social and textual production of children's literature from a range of cultural and social contexts, and to the research methods and methodologies for working with children and youth.

## Calendar Copy

Use course information from the current Academic Calendar. Denote additions in **bold, blue, underlined** type and deletions with a ~~strike through~~ in the left column.

Current Calendar Copy	Proposed Calendar Copy Example: <a href="#">Add this text</a> Example: <del>Delete this text</del>
<p><b>Titles</b> Long: Short:</p> <p><b>Description</b></p> <p><b>Existing Calendar Copy (change from):</b></p> <p>For purposes of meeting program requirements, all nine-credit general education (foundation) courses will count as six credits towards the major or minor.</p> <p>All approved general education courses may count for general education credits; some may count for major credits; none may count as both. Students must achieve at least a grade of B (6.00) in AP/CCY 1999 6.00 and AP/CCY 2999 6.00 and AP/CCY 3999 6.00 in order to be permitted to continue as a major in the Children, Childhood &amp; Youth Program. Students must achieve at least a grade of B (6.00) in AP/HUMA 1999 6.00 and AP/HUMA2999 6.00 in order to be permitted to continue in a minor in the Children, Childhood &amp; Youth program.</p> <p><b>Honours BA: 120 Credits</b></p> <p><b>Residency requirement:</b> a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University.</p>	<p><b>Titles</b> Long: <a href="#">The Social and Textual Production of Children’s Literature: Research Methods</a> Short: <a href="#">Research Methods with Children’s Literature</a></p> <p><b>Description</b> <a href="#">This course incorporates book history, Childhood Studies, literary analysis, and digital humanities methodologies in its exploration of the social and textual production of children’s literature. It focuses on a selection of historical children’s texts from the eighteenth to twentieth centuries to study how these archival artefacts shape and interrogate our perceptions of children, childhood and youth in past and contemporary times.</a></p> <p><b>Proposed Calendar Copy (Change to)</b></p> <p>For purposes of meeting program requirements, all nine-credit general education (foundation) courses will count as six credits towards the major or minor.</p> <p>All approved general education courses may count for general education credits; some may count for major credits; none may count as both. Students must achieve at least a grade of B (6.00) in AP/CCY 1999 6.00 and AP/CCY 2999 6.00 and <a href="#">AP/CCY 3998 6.00 or AP/CCY 3999 6.00</a> in order to be permitted to continue as a major in the Children, Childhood &amp; Youth Program. Students must achieve at least a grade of B (6.00) in AP/HUMA 1999 6.00 and AP/HUMA2999 6.00 in order to be permitted to continue in a minor in the Children, Childhood &amp; Youth program.</p> <p><b>Honours BA: 120 Credits</b></p> <p><b>Residency requirement:</b> a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University.</p>

<p><b>Graduation requirement:</b> students must successfully complete (pass) at least 120 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least 5.00.</p> <p><b>General education:</b> a minimum of 21 general education credits as follows:</p> <ul style="list-style-type: none"> <li>• 6.00 credits in natural science (NATS)</li> <li>• a 9.00 credit approved general education course in the social science or humanities categories</li> <li>• a 6.00 credit approved general education course in the opposite category to the 9.00 credit course in social science or humanities already taken</li> </ul> <p><b>Major credits:</b> students must complete at least 42 credits in the Children, Childhood and Youth program, including:</p> <ul style="list-style-type: none"> <li>• AP/CCY 1999 6.00</li> <li>• AP/CCY 2999 6.00</li> <li>• AP/CCY 3999 6.00</li> <li>• AP/CCY 4999 6.00</li> <li>• 18 additional credits chosen from the Children, Childhood and Youth program's list of courses, including at least six credits at the 4000 level.</li> </ul> <p><b>Note:</b> at least 12 credits in the major must be at the 4000 level.</p> <p><b>Upper-level credits:</b> at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level.</p> <p><b>Credits outside the major:</b> at least 18 credits. (<b>Note:</b> students who are completing a double major or major/minor are deemed to have fulfilled this requirement.)</p>	<p><b>Graduation requirement:</b> students must successfully complete (pass) at least 120 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least 5.00.</p> <p><b>General education:</b> a minimum of 21 general education credits as follows:</p> <ul style="list-style-type: none"> <li>• 6.00 credits in natural science (NATS)</li> <li>• a 9.00 credit approved general education course in the social science or humanities categories</li> <li>• a 6.00 credit approved general education course in the opposite category to the 9.00 credit course in social science or humanities already taken</li> </ul> <p><b>Major credits:</b> students must complete at least 42 credits in the Children, Childhood and Youth program, including:</p> <ul style="list-style-type: none"> <li>• AP/CCY 1999 6.00</li> <li>• AP/CCY 2999 6.00</li> <li>• <a href="#">AP/CCY 3998 6.00 or 3999 6.00</a></li> <li>• AP/CCY 4999 6.00</li> <li>• 18 additional credits chosen from the Children, Childhood and Youth program's list of courses, including at least six credits at the 4000 level.</li> </ul> <p><b>Note:</b> at least 12 credits in the major must be at the 4000 level.</p> <p><b>Upper-level credits:</b> at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level.</p> <p><b>Credits outside the major:</b> at least 18 credits. (<b>Note:</b> students who are completing a double major or major/minor are deemed to have fulfilled this requirement.)</p>
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## Course Information

### New Courses

List any new courses that will be created as a result of the proposed program change. Include the rubric, number, credits and title:

CCY 3998 6.0 The Social and Textual Production of Children's Literature: Research Methods

**Submit a New Course Proposal form for each course along with this CEP.**

### **Existing Courses**

List any existing courses that will be revised as a result of the proposed program change. Include the rubric number, credits and title:

AP/CCY 3998 6.0 should be included as a pre-requisite for AP/CCY 4999 6.0: Honours Research Project

**Submit a Change to Existing Course Proposal Form for each course along with this CEP.**

# New Course Proposal Form

## Deadline

FWS 19-20 June 1, 2018

## Proposal Package

New Course Proposal packages must include the following:

<input checked="" type="checkbox"/> <b>Completed New Course Proposal form, with unit-level approval documented</b>
<input checked="" type="checkbox"/> <b>Evidence of alignment with <a href="#">Program Learning Outcomes</a></b>
<input checked="" type="checkbox"/> <b>Library Support Statement from your unit's <a href="#">Subject Librarian</a></b>
<input type="checkbox"/> <b><a href="#">Consultation Form</a> (if applicable)</b>
<input checked="" type="checkbox"/> <b><a href="#">Change to Existing Degree/Certificate</a> form (if your new course will be coded as a program requirement [add hyperlink])</b>

## Departmental Curriculum Approval

The Committee on Curriculum, Curricular Policy and Standards will only consider new course proposals that have received department-level curriculum approval.

<b>Name:</b> Susan Warwick	<b>Position:</b> UPD	<b>Date:</b> May 23, 2018
<b>Name:</b>	<b>Position:</b>	<b>Date:</b>
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## Contact Information

<b>Department:</b> Humanities
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## Course Information (Originator)

<b>Effective Session:</b> FW	<b>Year:</b> 2019	<b>Faculty:</b> AP
<b>Rubric:</b> CCY	<b>Course No.:</b> 3998	<b>Credits:</b> 6.00

**Long Title (max.100 chars.):** The Social and Textual Production of Children's Literature: Research Methods

<b>Short Title (max. 40 chars.):</b> Research Methods with Children's Literature
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<b>Prerequisites:</b> CCY 1999 6.0A, CCY 2999 6.0A
<b>Co-requisites:</b> none
<b>Course Credit Exclusions:</b> AP/HUMA 3695 6.0; AP/HUMA 3999 6.0
<b>Open to:</b> CCY Majors
<b>Not open to:</b>
<b>Expected Enrolment:</b> 30
<b>Language of Instruction:</b> English
<b>Is this a Study Abroad course?</b> No
<b>List any EE components:</b> Reflective Learning: workshops and guest speakers; Service Learning: hands-on experience in archives and special collections

**TIP:** Course credit exclusions can be determined through consultations with other units offering similar courses.

### Cross-Listing

Complete this section if this course will be cross-listed.

<b>Faculty:</b> AP	<b>Rubric:</b> HUMA	<b>Course No.:</b> 3998	<b>Credits:</b> 6.0
<b>Faculty:</b>	<b>Rubric:</b>	<b>Course No.:</b>	<b>Credits:</b>
<b>Faculty:</b>	<b>Rubric:</b>	<b>Course No.:</b>	<b>Credits:</b>

### Course Integration

Complete this section if this course will be integrated with Graduate Studies.

<b>Faculty:</b>	<b>Rubric:</b>	<b>Course No.:</b>	<b>Credits:</b>
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### Relevance

Indicate which program this course will be applicable to. This information will affect students' grade point average and major grade point average calculation.

#### Types:

Core: course counts towards the program's core average requirement

Declared Subject: course counts towards the program's major credits.

Declared Subject & Faculty Average: course counts towards the program's major and faculty credits.

Elective: course is outside the program's major credits

Non-Major: course does not count towards the program's major credits

<b>Program:</b> Children, Childhood & Youth	<b>Relevance:</b> Core
<b>Program:</b> Children, Childhood & Youth	<b>Relevance:</b> Declared Subject
<b>Program:</b>	<b>Relevance:</b>

## Course Description

### Brief Course Description

Maximum 60 words. Verbs should be in the present tense.

This is the official description as it will appear in the Academic Calendar.

This course incorporates book history, Childhood Studies, literary analysis, and digital humanities methodologies in its exploration of the social and textual production of children’s literature. It focuses on a selection of historical children’s texts from the eighteenth to twentieth centuries to study how these archival artefacts shape and interrogate our perceptions of children, childhood and youth in past and contemporary times.

### Expanded Course Description

Maximum 250 words. The expanded course description must begin with the brief course description and include topics/theories.

This course incorporates book history, Childhood Studies, literary analysis, and digital humanities methodologies in its exploration of the social and textual production of children’s literature. Beginning with entrepreneurial printer and children’s bookseller John Newbery’s new methods of marketing to child readers and the “invention” of childhood as a post-Enlightenment project, this course will discuss the interconnections of philosophy, “the market” for books, the child in the age of industrialization, urbanization, and capitalism, the archive, and the historical “register” of these dynamic material objects we call books. Using the new Children’s Literature Collection housed in the Clara Thomas Archive & Special Collections, this course will situate our explorations of “child” and “youth” characters and readers at the interstices of philosophy, cultural modes of production, and the forces of industrialization.

Students in this course will have the opportunity to engage with current research in the fields of Childhood Studies, editorial theory, visual cultures, material cultures, cultural studies, literary criticism, and beyond to examine how the publishing world, and reading and writing markets shape, and often reinforce, our perceptions of children, childhood and youth in the Western world. This course introduces and juxtaposes research methods for children’s literature and methodologies for child-centered research with a focus on ethical standards and guidelines that shape the field and sustain best practice for research with children and youth. This course builds applied skills in research methodologies while providing a framework for conceiving an honours research project with children/youth that the students will undertake in their final core course (CCY 4999).

## Quality Assurance

### Course Learning Outcomes

What will students be able to do upon completion of this course specifically?

Students will:



1. Engage in learning that includes reading, analyzing, and discussing archival children's literature, as well as engaging with and analyzing a variety of supplementary theoretical and textual media;
2. Gather, review, evaluate and interpret information relevant to the study of archival children's literature, including historical representations of children and youth.
3. Acquire the vocabulary for the critical and editorial analysis of children's literature;
4. Develop the critical and analytical skills appropriate for further study of literature and the humanities;
5. Engage with relevant theories about research methodologies and participatory research with and about children and youth;
6. Identify limitations of research with children and youth in different contexts (both historical and contemporary);
7. Participate in Experiential Learning by developing applied methodological research skills (through in-class activities, guest speakers, virtual exhibits, and collaborative workshops about the digital humanities with archivists in Scott library);
8. Apply knowledge from Children, Childhood & Youth core courses to the study of the social and textual production of children's literature from a range of cultural and social contexts, and to the research methods and methodologies for working with children and youth.
- 9.

## Course Rationale

1. How does the course contribute to the program learning outcomes? For example, course learning outcomes #1 contributes to program learning outcomes x, y, z."

This course fulfills many of the core objectives of the Children, Childhood & Youth (CCY) program (see below). In particular, the course reinforces child-centred approaches to the representation of childhood and youth in the social and textual production of literature for children and youth.

### Depth and Breadth of Knowledge

- 1) understand and explain the key concepts, methodologies, theoretical approaches, and technologies that comprise the interdisciplinary, rights-based, and child- and youth-centered field of the Children, Childhood & Youth Program; (CLO 1, 2, 3, 5, 6)
- 2) gather, review, evaluate, and interpret information relevant to the various aspects of the field, including both representations of all kinds of children and youth as well as the lived experiences of children and youth; (CLO 1, 2, 3, 5, 6)
- 3) apply transferable critical reading, writing, thinking and research skills to graduate studies and a range of careers. (CLO 1, 8)

### Knowledge of Methodologies

- 1) understand and identify appropriate research methodologies for working with children and young people; (CLO 5, 6)
- 2) demonstrate an application of appropriate research methods for working with children and young people through an independent research project (CLO 5, 6, 8);
- 3) critically evaluate ethical frameworks for conducting research with children and young people; (CLO 5, 6, 8)
- 4) understand the theories that underpin the interdisciplinary field of Childhood & Youth Studies, including both qualitative and quantitative approaches. (CLO 5, 6, 8)

### Application of Knowledge

- 1) review, present, and critically evaluate qualitative and quantitative information for the purposes of
  - understanding the lives of young people;
  - debating current child- and youth-centered issues;
  - analyzing representations of children, childhood, and young people and their implications for actual children's lives;
  - considering the perspectives of young people on issues relating to their lived experiences. (CLO 1-6)
- 2) understand, internalize, and think critically about key issues in the field of Childhood & Youth Studies; (CLO 1-8)
- 3) make critical use of scholarly reviews, evaluations of current and past practices, and primary sources; (CLO 1-4)
- 4) apply theoretical learnings in activism, advocacy, and interactions with children and young people; (CLO 7-8)
- 5) undertake community-based research with children and young people. (CLO 7-8)

### Communication Skills (CLO 1-4; 8)

- 1) communicate information, arguments, and analyses accurately and effectively
  - orally and in writing;
  - at an advanced level;
  - to a range of audiences;
  - academic and non-academic;
  - child and adult;
  - public and private (government and non-government).
- 2) work with people of different cultures and belief systems.

### Awareness of Limits of Knowledge (CLO 1-3; 6)

- 1) the limits to adults' knowledge of children and youth;
- 2) the limits to the abilities of adults to work effectively in "the best interests of" children and young people;
- 3) the limits of adults', children's, and young people's understanding of "the best interests of" children and young people;
- 4) both the affordances and limits of children's rights discourses, the United Nations Convention on the Rights of the Child, and governmental and NGO policies about children and youth;
- 5) the limits of research methodologies about children and young people;
- 6) the ways in which different cultures and discourses interpret the world and a respect for the uniqueness of each;
- 7) the ways that they draw upon multiple perspectives to achieve depth of knowledge and awareness of both historical and contemporary issues;
- 8) the application of thoughtful self-reflection to advance a practice of continual learning.

### Autonomy and Professional Capacity (CLO 6-8)

- 1) behaviour consistent with academic integrity, social responsibility, and the highest ethical standards as are demanded when working in the field of Childhood & Youth Studies;
- 2) the ability to engage academic and non-academic audiences on a wide range of practical and theoretical issues relating to children and young people with confidence;
- 3) a strong conception of their own authority by formulating dialogical interconnections among diverse discourses, disciplines, cultures, and thinkers, rather than privileging the authority of one over that of others;
- 4) the ability to produce original research and prepare original work within an academic and non-academic setting;
- 5) apply transferable reading, writing, critical thinking, analytical, and team-building skills in both personal and professional contexts.

## 2. Please indicate the relationship of the proposed course to other existing offerings, particularly in terms of overlap in objectives and/or content.

This course builds on the key core courses in CCY. In years 1 & 2 students are presented with general and broad knowledge of children's cultures in global contexts. The materials covered in AP/CCY 1999 and AP/ CCY 2999 focus on broad contexts and theories about children, childhood, and youth, and students are introduced to the idea that childhood is not a universal concept.

This course is the first opportunity for CCY students to apply knowledge and skills through research methods both in and outside the classroom, specifically knowledge about the social and textual production of children’s literature throughout history.

Therefore, this course provides a new set of skills that will build on students’ experiences in the core courses and provide an opportunity for students to explore how to conduct research. The course also positions the students to move on to an honours independent research project in the CCY 4<sup>th</sup> year core capstone course (AP/CCY 4999).

2. Please indicate the relationship of this course to existing offerings, particularly in terms of overlap in outcomes and content.

This course offers an alternative stream to the core CCY 3999 course, one that takes a humanities approach to the social and textual production of children’s literature and social and cultural artefacts. It combines literary criticism with participatory research methodologies developed within Childhood Studies. In so doing, it abandons “adult-centred” theorizations about children’s literature and addresses children’s lived experiences. In anticipation of the 4<sup>th</sup> year CCY course (4999), it encourages the involvement of young people as peer researchers who are social agents, cultural producers, experts on their own lives.

**Evaluation**

Note: when participation is one of the methods of evaluation, briefly describe how it will be evaluated (e.g., tutorial discussions; submission of response papers; etc.)

<b>Evaluation Basis</b>	<b>% Value</b>
<b>Participation:</b>	<b>10</b>
<b>Weekly Reading Summaries</b>	<b>10</b>
<b>Research assignments</b>	<b>20</b>
<b>Learning Workshops</b>	<b>15</b>
<b>Abstract</b>	<b>5</b>
<b>Research outline and annotated bibliography</b>	<b>20</b>
<b>Research Proposal</b>	<b>20</b>
	<b>TOTAL 100%</b>

**Evaluation for Integrated Components**

N/A

**Bibliography and Resources**

Include author’s full name, publication title, and year of publication.

### Required Reading List

Bourdieu, Pierre. *The Field of Cultural Production: Essays on Art and Literature*. New York: Columbia UP, 1993.

Christensen, Pia, and Alison James, eds. *Research with Children: Perspectives and Practices*. 2<sup>nd</sup> edition. New York: Routledge, 2008.

Deszcz-Tryhubczak, Justyna. "Using Literary Criticism for Children's Rights: Toward a Participatory Research Model of Children's Literature Studies." *The Lion and the Unicorn* 40.2 (April 2016): 215-231.

Greig, Anne, Jayne Taylor, and Tommy MacKay. *Doing research with children*. 2nd edition. Los Angeles: Sage Publications, 2007.

Howsam, Leslie. *Old Books and New Histories: An Orientation to Studies in Book and Print Culture*. Toronto, Buffalo: U of T Press, 2006.

Kidd, Kenneth. "The Child, the Scholar, and the Children's Literature Archive." *The Lion and the Unicorn* 35.1 (January 2011): 1-23.

McGann, Jerome. *The Textual Condition*. Princeton: Princeton UP, 1991.

O'Sullivan, Keith and Pádraic Whyte. *Children's Literature Collections: Approaches to Research*. New York: Palgrave MacMillan, 2017.

Wolff, Janet. *The Social Production of Art*. Houndmills, Basingstoke: Macmillan P, 1993.

Various titles in the Children's Literature Collection, Clara Thomas Archives and Special Collections, YUL.

### Suggested Reading List

Lange, Andrea, and Johanna Mierendorff. "Method and Methodology in Childhood Research." *The Palgrave Handbook of Childhood Studies*. Eds. Jens Qvortrup, William A. Corsaro, and Michael-Sebastian Honig. Houndmills, Basingstoke: Palgrave Macmillan, 2011. 78-95.

### Readings for Integrated Component

If this is an integrated course, provide the required reading list for graduate students.

### Online Resources List

Klassen, Thomas R and John A. Dwyer. *How to Succeed at University*. Free download available at York University Bookstore:

<http://bookstore.yorku.ca/outerweb/various/HowToSucceedAtUniversity.pdf>

The United Nations Convention on the Rights of the Child.

[www.ohchr.org/EN/ProfessionalInterest/Pages/CRC](http://www.ohchr.org/EN/ProfessionalInterest/Pages/CRC)

Purdue Online Writing Lab: <https://owl.english.purdue.edu/owl/resource/560/01/>

Scholarly Resource: Children's Literature Collection, YUL:

<http://archives.library.yorku.ca/exhibits/show/clc>

### Other Resources

If other resources will be required for course delivery, please explain.

## Memo

To: Cheryl Cowdy  
From: Tom Scott  
Date: May 22, 2018  
Subject: New Course Proposal: CCY 3998

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I have reviewed the proposal for the new course, CCY 3998 ***The Social and Textual Production of Children's Literature: Research Methods***. The Libraries has or will acquire all of the items listed as required readings. The Libraries also has a very strong collection of related resources for students to engage with the topics this course covers. Students, particular in upper undergraduate level courses, are encouraged to discover and access resources that go beyond the collections of York. Librarians welcome the opportunity to meet with classes and/or individually with students to discuss their research, to help them develop research questions, and to explore strategies as an integral part of the research process.

York University has always been recognized for its strong interdisciplinary approach to scholarship. In response, librarians have made the acquisition of materials necessary for interdisciplinary research a central pillar of their collection development and liaison strategies. I am confident that our resources are adequate to support this new course.

