



SO/AN 321 CHILDHOOD & YOUTH
IES Abroad Cape Town

DESCRIPTION:

The vision for this course is to explore how contemporary challenges impact child and youth livelihoods and identity. We will also explore how local and international influences (e.g. media and subcultures) have acted as either enabling or disabling forces in the lives of children and youth. Through this course, students will gain a thorough understanding of the complexities faced by children and youth in Southern Africa, and the continent at large; reflect on the influences of the international community on child and youth development; and identify comparative and shared child and youth development concerns in South Africa and the USA. The course will explore topics on identity, coming of age practices, youth subcultures, childhood and youth in the digital age, violence and resilience and other key topics within the public discourse.

A comparative and reflective approach is used throughout the course, however students will be provided with the background on the different challenges and policies related to children and youth in Southern Africa. Students are encouraged to use each session to reflect on their own lives and the tools they had to navigate the various phases of their life, as well as any interesting local initiatives in their home towns. In addition, there is a selection of guest speakers and site visits to further enhance students' learning experience, and to enable them to contextualize the topic discussed in the classroom setting.

This course is currently pending review by the Curriculum Committee. Please be sure to check the Academics section of the IES Abroad Health, Culture, and Development program page at a later date to obtain a finalized copy of this syllabus.

CREDITS: 3

CONTACT HOURS: 45

LANGUAGE OF INSTRUCTION: English

PREREQUISITES: None

ADDITIONAL COST: None

METHOD OF PRESENTATION:

A combination of the following:

This course will include instructor-led seminars, student presentations, group discussion, audiovisual materials, moodle, local news content, guest speakers and site visits.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Class engagement – 5%
- Seminar presentation – 10%
- Midterm Exam: Written exam – 25%
- Reflective journal (with reflection & analysis) – 10%
- Final Project: 18 – 20 page Essay on the influence of geographies on Childhood and Youth & an Advocacy tool - 50%

Course Participation

- Class Engagement
- Student seminar presentations
- Group Discussions
- Audiovisual materials
- Moodle



- Extracts from local news content
- Guest speakers
- Site Visits
- Midterm Exam
- Final Project

This course is designed with a varied mix of assessment forms to try cater for the various learning styles that may be present in the group. For example, students will be graded on oral presentation (seminar presentations, class engagement), written assessments (midterm exam and reflective journal), and critical and reflective writing component in the final exam.

Class Engagement

To ensure that students fully engage with the course and prescribed material, the following are further expected of the students:

- Ensure that all prescribed texts are thoroughly reviewed before the sessions;
- Participate constructively in the class/group discussions;
- Conduct peer evaluations;
- Participate in all compulsory assessments including site visits;
- In addition, considering the very diverse backgrounds that each of the course participants come from (including the instructor), maintaining an open minded and curious attitude is encouraged at all times. Being open and expecting to learn from your peers, taking courage in sharing your life stories, experiences and thoughts – it will enrich your experience of the course, and your time in this region.

Participation will be scored using a participation rubric, evaluating engagement on five key levels: Contributions, attitude, focus & preparedness, quality of work, and behaviour. Students will be scored out of 20 per week (3 sessions a week).

Seminar Presentations

Student-lead presentation (in groups of max 4) on key special topics highlighting issues facing children and youth in the country. The topics will range from coming of age, subcultures (izikhothane), youth vulnerabilities (blessers, ukuthwala, adolescent sexual reproductive health challenges). The presenting group is expected to read the provided literature, source additional material (if needed), and present a session to the class. The presentation can use any form of media / presentation tools, and they can spice up their presentation as they wish. Just note that the choice of media needs to capture the audience and keep the message clear. The students in the audience will grade the presenters based on: quality of information, cohesive argument/articulation of the challenge, clarity of presentation, ability to answer questions and aesthetics of the presentation (look and feel).

The grade breakdown for the presentation is as follows:

- Presentation (70%)
- Peer evaluation (30%)

NB. The course instructor will review student presentations, provide the introduction to each section/topic, facilitate discussions, and also consolidate the lecture with additional teaching.

Midterm Exam

The midterm exam is designed to assess students' knowledge and understanding of the key concepts, theories, and approaches to childhood and youth studies. The exam will be a combination of short quiz (MCQ questions), short questions, and a short essay.

Due Date: Week 6, Session 18

Reflective Journal

We live in a world where we document large proportions of our life experiences. We do this on social media platforms, in blogs and diaries if you still like the pen and paper. These documented experiences allow us the opportunity to review life, our joys, frustrations, and even learning experiences. Moreover, we get to do this with a community of viewers, friends and followers. In this course, your reflective journal will be an online space (Facebook/Moodle/blog) where you can share your learning experiences with your fellow

classmates. The class session does not cater for broad and thorough discussion of all topics, ideas, or thoughts that may emerge during the lesson, the journal is an opportunity for the student to expand on these thoughts, and engage his/her communities opinions. A minimum of one journal entry per week is expected. Students can do one of two things, complete a journal entry per lesson, or consolidate their reflection into one longer journal entry completed at the end of this week. A single daily journal entry is 500 words (about half a page), while the longer journal entry is 2500 words (2.5 pages). Strategy one allows the student to reflect on bite-size information individually, while the later is suitable for those who prefer to synthesize larger and broader sets of information.

Due Date: Weekly

Final Project

The final project consists of two parts; the first is a written essay and the session is a creative writing exercise producing an advocacy tool. At this point in course, the student has an opportunity to use the reflective journals to reflect on the various concepts on childhood and youth, their own personal childhood experiences and the challenges facing the Southern African Child and adolescent. Furthermore, they have attended two site visits and listened to guest lectures which together, would have further exposed them to the lived realities of childhood and youth in South Africa. The student should be able to apply the concepts covered in the seminars to a context.

In component one of the final project students are to make use of the chapter extracts from Jacob Dlamini's *Native Nostalgia* and David Lancy's *The Anthropology of Childhood*, as well as their reflective journals to produce a written academic essay (18 – 20 pages) which explore the influence of geographies on the experience of childhood and youth. In the essay, students need to focus their writing/critique to an individual phase of childhood and youth. As this is an academic piece, students are expected to source and use their own additional academic articles.

The second component of the final project is an advocacy tool raising awareness on any of the challenges facing children and youth in Southern Africa. The purpose of this creative component of the final project is to cultivate a culture of responsible tourism/social responsibility and local awareness. Students in the class need to understand that some of the youth that students will meet during the site visit have never set foot on an aeroplane or even travelled out of the province; some have never had access to proper housing. All of these lacks/vulnerabilities have an impact on how childhood is experienced. The advocacy tool (poster, infographics, policy brief etc) will need to address this challenge, a critique of the policy initiatives/attempts to resolve the challenge (or even the lack of intervenes) and provide recommendations address the challenge. The advocacy piece must be between 1- 3 pages.

Both assessment pieces will be submitted on Moodle, and the creative project will be presented to the class and to the youth at the site visit via video-conference.

Due Date: Week 14, Session 40

LEARNING OUTCOMES:

By the end of the course students will be able to:

- Explain the different developmental stages from childhood to adulthood;
- Understand key challenges faced by children and youth in Southern Africa;
- Describe key concepts and theories within the childhood and youth studies space;
- Understand that childhood and youth experience exist in a spectrum highly influenced by geographies;
- Design a basic advocacy tool;
- Critically analyse interventions designed to support children and youth.

ATTENDANCE POLICY:

Attendance is **mandatory** for all IES classes, including all course related trips. **Excused absences** are permitted in the cases of documented illness, a family emergency or when class is held on a recognized religious holiday traditionally observed by a particular student. In this case an IES Abroad **Excused Absence Form** and supporting documents must be submitted to the Academic Manager at least 24 hours before the class. For illness, the **Excused Absence Form** must be submitted to the Academic Manager within 24 hours after the class with a doctor's note.

More than two unexcused absences will result in **two percentage points** (2%) being deducted from the final grade for every additional unexcused absence thereafter.

Any exams, tests, presentations, or other work missed due to student absences can only be rescheduled in cases of documented medical emergencies or family emergencies. If a test is missed during an unexcused absence they cannot be made up. It is the student's responsibility to contact the lecturer and request information on the missed class as well as any relevant reading or home-work information.

CONTENT:

Week	Content	Assignments
Week 1	An introduction: understanding childhood and youth through a global/universal lense, and perspectives and approaches within childhood and youth studies Session 1: Introductions and Course Overview	Kehily, M.J. (2013). <u>Introduction</u>. <i>Understanding Childhood</i>. Bristol: Policy Press at the University of Bristol, (pp. viii-xiv). Deliverables: Journal Entry
	Session 2: Childhood in crisis? An introduction to contemporary Western childhood This session reflects on the notion that childhood is not what it used to be – and as such in crisis.	Kehily, M.J. (2013). <u>Childhood in crisis? An introduction to contemporary Western childhood</u>. <i>Understanding Childhood</i>. Bristol: Policy Press at the University of Bristol. Chapter 1: 1 -52. Deliverables: Journal Entry
	Session 3: Childhood and youth from the historical approach	Brockliss, L. & Montgomery, H. 2013. <u>Childhood and youth from the historical Approach</u>. In Mary Jane Kehily, eds. <i>'Understanding Childhood</i>. Bristol: Policy Press at the University of Bristol, 2013. Chapter 2:53 - 98. Deliverables: Journal Entry
Week 2	Perspectives and approaches within childhood and youth studies Session 4: Childhood and youth from the developmental approach In this session we explore some of the major arguments from the fields highlighted above.	Woodhead, M. 2013. <u>Childhood: a developmental approach</u>. In Mary Jane Kehily <i>'Understanding Childhood</i>. Bristol: Policy Press at the University of Bristol, 2-13. Chapter 3:99 -160. Deliverables: Journal Entry

	Session 5: Childhood and youth from an anthropological approach In this session we explore how family structures, religion, political and economic life impact on childhood and Youth.	Montgomery, H. 2013. <u>Childhood from an anthropological Approach</u> in Mary Jane Kehily, eds. '<i>Understanding Childhood</i>. Bristol: Policy Press at the University of Bristol, 2013. Chapter 4: 161 -210 Deliverables: Journal Entry
	Session 6: Childhood and youth from a sociocultural approach	Gallacher, L & Kehily, M.J. 2013. <u>Childhood and youth from a Sociocultural approach</u> in Mary Jane Kehily, eds. '<i>Understanding Childhood</i>. Bristol: Policy Press at the University of Bristol, 2013. Chapter 5:211 -266. Deliverables: Journal Entry
Week 3	Children and youth through life stages Session 7: Review of perspectives and approaches within Childhood & Youth Studies and emerging Theories & Key Concept.	- Charlotte Hardman (2001). <i>Can there be an Anthropology of Children? Childhood</i> Vol 8, Issue 4, pp. 501 -517 https://doi.org/10.1177/0907568201008004006. - David F. Lancy (2015). <i>The Anthropology of Childhood: Cherubs, Chattel, Changelings</i> Cambridge, UK: Cambridge University Press 2015. Deliverables: Reflective Journal
	Session 8: Childhood, culture and innocence	- Bragg, S., Kehily, M.J., & Montgomery, H., eds. 2013. <u>Childhood, culture and innocence. <i>Children and Young People's Cultural Worlds</i></u> Chapter 1: 1-52. - Cooper et.al, (2017) <u>Could supporting parents in sharing picture books with their young children help prevent violence?</u> SaferSpaces Org. http://www.saferspaces.org.za/blog/entry/could-supporting-parents-in-sharing-picture-books-with-their-young-children. Accessed October 2017 - Woodyer, T. 2013. Play in Sara Bragg, Mary Jane Kehily and Heather Montgomery, eds. <u>Children and Young People's Cultural Worlds</u>. Chapter 2:53 -108 Deliverables: Reflective Journal

	Session 9: Play Play can take different forms as the examples below demonstrate. Yet, despite its variegated character, play represents one of the most distinctive features of childhood. It is something that children across the globe have in common. In this session we, explore a few local indigenous games.	Lovinger, S. L. (1974), Socio-dramatic play and language development in preschool disadvantaged children. <i>Psychol. Schs.</i>, 11: 313–320. doi:10.1002/1520-6807(197407)11:3<313::AID-PITS2310110315>3.0.CO;2-L Deliverables Homework – think of games you have played and enjoyed as a child, and prepare to teach the class a game or two.
Week 4	Children and youth through life stage: childhood Session 10: Learn and grow through play Explore some indigenous games (playing house, three stones, three tin, mlabala, umagalobha) Group exercise: share / teach us some games from your childhood	- Rieber, L. P. (1996). Seriously considering play: Designing interactive learning environments based on the blending of microworlds, simulations, and games. <i>Educational Technology Research & Development</i>, 44(2), 43-58 - Saltz, E., & Johnson, J. (1974). Training for thematic-fantasy play in culturally disadvantaged children: Preliminary results. <i>Journal of Educational Psychology</i>, 66(4), 623-630. http://dx.doi.org/10.1037/h0036930 Deliverables: Journal Entry
	Session 11: The social self – children and friendships In this chapter we will look at the place of friends and friendship in childhood and at some of the research which attempts to understand the nature of friendship, its changing character and its impact on children’s lived experience.	- Parker, J. G., & Gottman, J. M. (1989). Social and emotional development in a relational context: Friendship interaction from early childhood to adolescence. In T. J. Berndt & G. W. Ladd (Eds.), <i>Wiley series on personality processes. Peer relationships in child development</i> (pp. 95-131). Oxford, England: John Wiley & Sons. - Anoop Nayak (2013). Children’s friendships, in Bragg, Sara, and Mary Jane Kehily, eds. <i>Children and Young People’s Cultural Worlds</i>. Chapter 3:109 - 166 Deliverables: Journal Entry

	Session 12: The social self – children and friendships (cont.)	- Crosnoe, Robert. "Friendships in Childhood and Adolescence: The Life Course and New Directions." <i>Social Psychology Quarterly</i> 63, no. 4 (2000): 377-91. http://www.jstor.org/stable/2695847. - Cairns, R. B., Leung, M.-C., Buchanan, L. and Cairns, B. D. (1995), Friendships and Social Networks in Childhood and Adolescence: Fluidity, Reliability, and Interrelations. <i>Child Development</i>, 66: 1330–1345. doi:10.1111/j.1467-8624.1995.tb00938.x Deliverables: Journal Entry
Week 5	Adolescence and Youth Session 13: Field Trip to The museum of Childhood The Cape Town Museum of Childhood (launching in 2018) is said to be an exciting museum for children & adults of all ages, exploring and celebrating childhood (www.museumofchildhood.org.za).	David F. Lancy (2015). <i>The Anthropology of Childhood: Cherubs, Chattel, Changelings</i> Cambridge, UK: Cambridge University Press 2015. Deliverables: Journal Entry
	Session 14: Youth Culture - A look at Generation Y In this section we explore Youth subcultures / popular culture, belonging and consequences. Whether it's Mods, Punks, soul boys, metalers, goths etc:	- Thinking Culture (2014). <u>Youth Subcultures: What are they now?</u> https://thinkingculture.wordpress.com/2014/03/26/youth-subcultures-what-are-they-now/. Accessed October 2017 - Alexis Petridis (2014). <u>Youth subcultures: what are they now?</u> the guardian online news. [https://www.theguardian.com/culture/2014/mar/20/youth-subcultures-where-have-they-gone]. accessed: Oct 2017 - Gallacher, L. & Kehily, M.J. (2013). <u>Youth Cultures</u>, in Bragg, Sara, and Mary Jane Kehily, eds. <i>Children and Young People's Cultural Worlds</i>. Chapter 4: 167 – 218

		Mohamed, K. (2011). Refashioning the local_ Black masculinity. <i>Agenda</i>, vol (25) 4: 104 -111 Deliverables: Journal Entry
	Session 15: Youth in the Digital Age - New media and participatory cultures	- Ash, J. 2013. <u>New media and participatory cultures</u> in Bragg, Sara, and Mary Jane Kehily, eds. <i>Children and Young People's Cultural Worlds</i>. Chapter 5:219 – 268. - Hargittai, E. & Walejko, G. (2008). <u>The participation divide: content creation and sharing in the digital age</u>. <i>Information, Communication & Society</i>, Vol 11(2): 239 – 256. - Bosch 2011. <u>Young women and 'technologies of the self'</u>. <i>Agenda</i>, Vol (25) 4: 75-86 Deliverables: Journal Entry
Week 6	African adolescence	
	Session 16: The pressure(s) of adolescence	Miller, A.N., Kinnally, W., Maleche, H. & Achieng' Booker, N.(2017). The relationship between Nairobi adolescents' media and sexual beliefs and attitudes. <i>African Journal of AIDS Research</i>, Vol 16 (2): pp 129 -136
	Session 17: From childhood to adolescence: A look at youth	Lancy, David F. (2015). <i>The Anthropology of Childhood: Cherubs, Chattel, Changelings</i> Cambridge, UK: Cambridge University Press 2015, chapters 1-2.
	Session 18: Midterm Exams	
Week 7	Series Three: An African perspective Childhood and Youth Session 19: Guest Lecture – Dr Jan Schenk shares extracts from his PhD (Sociology, University of Cape Town) titled: <i>A Comparative Study on the Impact of Popular Culture on the Racial Attitudes of Youth in Cape Town (South Africa) and Belo Horizonte (Brazil)</i> .	Bray et al, eds. Growing up in post-apartheid South Africa. <u>Growing up in the new South Africa: Childhood and adolescence in post-apartheid Cape Town</u>. Cape Town:HSRC, 2010. Chapter 1:21-47. Deliverables: Journal Entry

	Note: Although this presentation looks at South Africa and Brazil, it introduces us to an interesting and contentious topics of race and class. Both these debates permeate throughout studies on childhood and youth in South Africa - and rightfully so. South Africa has a long a complex history with race - the current unequal conditions step from a racialised economic structure.	
Week 7	Session 20: Family “Discourses and realities of family life in Post Apartheid South Africa”	• Shelmerdine, S. (2006). <u>Relationships between Adolescents and Adults the Significance of Narrative and Context</u>. <i>Social Dynamics</i>, Vol 32(1):169 -194 • Absent Fathers Linda Richter (2006). <u>The importance of fathering children</u>. In Richter & Morrell, eds. <i>Baba: Fatherhood in South Africa</i>. Cape Town: HSRC Press. Chapter 5:53 – 72 • Francis Wilson (2006). <u>On being a father & poor in Southern Africa today</u>. In Richter & Morrell, eds. <i>Baba: Fatherhood in South Africa</i>. Cape Town: HSRC Press. Chapter 3:26 – 37 Deliverables: Journal Entry
	Session 21: Neighborhoods & Community	• Jacob Dlamini (2009). <i>Class warfare: Native Nostalgia</i>, Chapter 4. Auckland Park, South Africa: Jacuna Media 2009. • Bray, R., Gooskens, I., Moses, S., Kahn, L., Seekings, J., eds., (2010). <u>The familiar world of the neighbourhood, Growing up in Post Apartheid RSA. “Growing up in the new South Africa: Childhood and adolescence in post-apartheid Cape Town”</u>. Cape Town: HSRC. Chapter 3:97 - 134 • Grant, M. (2003). Difficult debut: <u>Social and economic identities of urban youth in Bulawayo, Zimbabwe</u>. <i>Canadian Journal of African Studies</i>, Vol 37(2-3): 411-439

		Moses, S. (2006). <u>The Impact of Neighbourhood Level Factors on Children s Everyday Lives Well Being and Identity A Qualitative Study of Children Living in Ocean View</u>. <i>Social Dynamics</i>, Vol 32 (1), pp 102 -134. Deliverables: Journal Entry
Week 8	Youth and identity Session 22: Identity: Young people contending with past identities in a new era	- Gooskens, I. (2008). <u>Boundaries and crossing-points: Children, geography and identity in the fishhoek valley</u>. <i>Social Dynamics</i>, Vol (32) 1: 135-168 - Bray et al, eds. Segregated and integrated spaces: <u>Mobility and identity beyond the neighbourhood, in, Growing up in the new South Africa: Childhood and adolescence in post-apartheid Cape Town</u>. Cape Town: HSRC Press 2010. Chapter 4:135 -170 Deliverables: Journal Entry
	Session 23: Peer relations	- Bray et al, eds. <u>Freedom, fitting in and foreign territories: The world of friends, dating and sex. "Growing up in the new South Africa: Childhood and adolescence in post-apartheid Cape Town"</u>. Cape Town:HSRC, 2010. Chapter 1:21-47. - Grant, M. (2006). <u>I have been patient enough: Gendered futures and Mentors of female youth in Urban Zimbabwe</u>. <i>Social Dynamics</i>, Vol 32(1): 21-46 - Kahn, L. (2006). <u>I have been patient enough: Narratives of sexual abstinence: A qualitative Study of female adolescents in a Cape Town Community</u>. <i>Social Dynamics</i>, Vol 32(1): 775 - 101. Deliverables: Journal Entry

	Session 24: Coming of Age traditions in Southern Africa “Securing masculinity, preserving chastity: A look at mountain schools and virginity testing”.	- Bosch, T. 2011. ‘Young women and ‘technologies of the self’: Social networking and sexualities. <i>Agenda: Empowering women for gender equity</i>, Vol 25(4): 75-86 - Verga. 2003. <u>How Gender Roles Influence Sexual Reproductive Health Among South African Adolescents.pdf</u> - Valentine, G. 2003. <u>Boundary Crossings: Transitions from Childhood to Adulthood.pdf</u>
Week 9 Student Lead Seminars	Series Four: Resilience and youth agency – an alternative look at vulnerability Note: <i>From this week onward we begin with student seminar presentations. This is a ten minutes group presentation on a selected sessional topic.</i> Session 25: Resilience & agency in childhood and youth (review theory)	- Seekings, J. (2006) <u>Beyond Heroes and Villains: The Rediscovery of the Ordinary in the Study of Childhood and Adolescence in South Africa</u>. <i>Social Dynamics</i>, Vol 32 (1): 1–20 - Payne, R. & Bordonaro, L.I. (2012). <u>Ambiguous agency: critical perspectives on social interventions with children and youth in Africa</u>. <i>Children’s Geographies</i>, Vol 10(4): 365 – 372 Deliverables: Journal Entry
	Session 26: Race and class in SA, Political Agency Notable youth activism / agency in 2016/17: - Rhodes & Fees Must fall movement - racism & hair discourse Educational activism	- Seymour, C. 2012. <u>Ambiguous agencies: coping and survival in eastern Democratic Congo</u>. <i>Children’s Geographies</i>, Vol 10(4): 373 -384 - Skelton, T. 2013. <u>Young people, children, politics and space: a decade of youthful political geography: A decade of youthful political geography scholarship 2003 -2013</u>. <i>Space and polity</i>, Vol17(1): 123 -136. Timaeus, I., Simelane, S., & Letsoalo, T. (2011) Poverty, race, and children’s progress at school in South Africa. <i>The journal of development studies</i>, 49 (2). pp. 270-284. http://researchonline.lishtm.ac.uk/208586/ Deliverables: Journal Entry; Seminar presentations & Student Peer Evaluations
	Session 27: It’s a hard life: Orphanhood and homelessness	Payne, R. (2012). <u>Extraordinary survivors or ordinary lives? Embracing everyday agency in Social interventions with child headed households in Zambia</u>. <i>Children’s Geographies</i>, Vol 10(4): 399-411

		• Van Blerk, L. 2005. <u>Negotiating spatial identities: mobile perspectives on street life in Uganda</u> • Van Blerk, L. (2006). <u>Diversity and Difference in the Everyday Lives of Ugandan Street Children: The Significance of Age and Gender for Understanding the Use of Space</u>. <i>Social Dynamics</i>, Vol 32(1): 47-74 • Van Blerk, L. (2012). <u>Berg en See street boys merging street and family relations in Cape Town South Africa</u>. <i>Children's Geographies</i>, Vol 10 (3):321 -336) • Evans, R. (2006). <u>Negotiating social identities The influence of gender age and ethnicity on young people s street careers in Tanzania</u>. <i>Children's Geographies</i>, Vol 4(1): 109 -128 Deliverables: Seminar presentations & Student Peer Evaluations, Journal entry.
Week 10 Student Lead Seminars	Series Four: Resilience and youth agency – an alternative look at vulnerability • Session 28: Subcultures and substance abuse in a poverty context: dangerous liaisons. • Izikhothane • Wunga • Alcoholism • Session 29: Vulnerability, Ukuthwalwa, Blessers & Sugar daddies “Transactional Sex” • Session 30: Homelessness, Violence, Youth in the digital age and Commercialisation of childhood	Readings for Session 28 -30: • Own research (https://www.youtube.com/watch?v=eveSjW7d75o); (https://www.youtube.com/watch?v=CoRAhHv-DL8); (https://www.youtube.com/watch?v=Qwsj_IQrW5s) Blessers & Sugar daddies “Transactional Sex” (https://www.youtube.com/watch?v=QiT_TV0HZjw) ; (https://www.youtube.com/watch?v=HGY7P7IYB-Y) • Phomotse, J. (2017). <i>Bare The Blesser's Game: The breeding of an Underdog</i>. Pinegowrie, South Africa: Porcupine Press 2017 • <u>Sexual reproductive health & Teenage pregnancies</u> (see: Miller, AN., Kinnally, W., Maleche, H., and Booker, N,A. 2017. The relationship between Nairobi adolescents’ media use and their sexual

		beliefs and attitudes. African Journal of Aids Research, Vol (16) 2:129-136) Deliverables: Seminar presentations; Student Peer Evaluations and Journal Entry
Week 11	Special Topics (cont. student lead sessions) Session 31: Guest lecture – Ndumiso Ngidi Ndumiso Ngidi (HSRC and UKZN PhD candidate) to share extracts from his PhD research on youth, education and violence titled: “Engaging Orphans through participatory visual methods to understand sexual violence in and around their township school in South Africa”	Jacob Dlamini (2009). <i>The sense of Township Life: Native Nostalgia</i>, Chapter 6. Auckland Park, South Africa: Jacuna Media 2009.
	Session 32: Course-related trip iKamva Youth	iKamvaYouth (2018). http://ikamvayouth.org
	Session 33: Guest speaker - Capacitating transition “education & career readiness”	WhatWorks (n.d.a). Stepping Stones Creating Futures. http://www.whatworks.co.za/about/global-programme/global-programme-projects/evaluations-and-research/item/43-stepping-stones-and-creating-futures Deliverables: Final project Plan, Journal entry
Week 12	Special Topics (cont. student lead sessions) Session 34: Policies and interventions - children’s rights & youth in South Africa	- Francie Lund, eds. <i>The Child Support Grant in South Africa. Changing Social Policy</i>. Cape Town: HSRC Press 2008. Chapter 1, 3 & 4. Pages:2-13; 36 -51; 59 – 80. - The South African Presidency (2018). The National Youth Policy 2015 – 2020. www.thepresidency.gov.za/download/file/fid/58. Deliverables: Journal Entry
	Session 35: Challenges, Policies, Interventions and International Agencies - Child protection - Ending Child Labour - Education	- United Nations Economic Commission for Africa (2016). African Social Development Index launched in Southern Africa. https://www.uneca.org/stories/african-social-development-index-launched-southern-africa. Accessed October 2017 - ILO: <i>Global Estimates of Child Labour_ Results and Trends, 2012 – 2016</i>.

		http://www.ilo.org/wcmsp5/groups/public/@dgreports/@dcomm/documents/publication/wcms_575499.pdf. Accessed February 2018 - Jukuda , A. (2011) Policy Brief: Poverty, race and children's progress at school in South Africa (September 2011 (2). http://sds.ukzn.ac.za/files/FINAL_SDS_PB2_poverty.pdf. Accessed March 2018 - Also see: Equal Education (2018). https://equaleducation.org.za. Accessed February 2018. Deliverables: Journal Entry
	Session 36: Challenges, Policies, Interventions and International Agencies - Youth Health Care - Youth and sports International child protection agencies	- Community Chest 2017. Senetary Towel project: Cape Town Flats Schools Sanitary towel Survey. https://www.comchest.org.za/content/sanitary-towel-project - USAID (2017). Dreams: Partnership to reduce HIV/AIDS in Adolescent girls and young women. https://www.usaid.gov/what-we-do/global-health/hiv-and-aids/technical-areas/dreams. Accessed March 2018 - Gibbs, A. & Washington, L. (2015). Creating a world free from violence The stepping Stones and Creating Futures Intervention Trail. Policy Brief. https://www.heard.org.za/wp-content/uploads/2015/10/policy-brief-creating-a-violent-free-world.pdf. Accessed March 2018 - Laureus Foundation South Africa (2012). http://www.laureus.co.za/projects/ Deliverables: The Journal entry for this session needs to provide a review of the policy gap, intervention and provide appraisal of the initiative.
Week 13	Special Topics (cont. student lead sessions) Session 37: Perceptions of childhood in different societies, and their influence on policy directions.	Garry Chick (2016). A book review of <i>The Anthropology of Childhood: Cherubs, Chattel, Changelings</i>: David F. Lancy (2015). <i>American Journal of play</i>, pp. 274 -276. http://www.jour-

		nalofplay.org/sites/www.journalofplay.org/files/pdf-articles/8-2-book-review-2.pdf. Accessed March 2018 Kallio, K.P and Hakli, J. (2017). Politics in Childrens geographies, Pg265 – 278, in John Agnew, Virginie Mamadouh, Anna Secor and Joanne Sharp, eds. <i>The Wiley Blackwell Companion to Political Geography</i>. Oxford: John Wiley & Sons 2017. Deliverables: Journal Entry
	Session 38: 'The influence of geographies on the experience of childhood and youth'	- Pakama Tsabedze (2017). An African Childhood. https://www.home.sandvik/en/careers/sandvik-blog/archive/2017/12/an-african-childhood/. Accessed February 2018. - Francis Wilson (2006). "On being a father & poor in Southern Africa today" in Linda Richter and Robert Morrell, eds. <i>Baba: Men and fatherhood in South Africa</i>. Cape Town: HSRC Press 2006. - Lang, L and Zagorsky, J.L. (2001). "Does Growing Up With a Parent Absent Really Hurt?" <i>The Journal of Human Resources</i>, Vol. 36 (2) Deliverables: Draft Advocacy tool projects and final project due in session 40.
	Session 39: 'The influence of geographies on the experience of childhood and youth' Section Summary	- David F. Lancy (2015). <i>The Anthropology of Childhood: Cherubs, Chattel, Changelings</i> Cambridge, UK: Cambridge University Press 2015. - Jacob Dlamini (2009). <i>Native Nostalgia</i>. Auckland Park, South Africa: Jacuna Media 2009. Deliverables: Essay (18-20 pages); Presentations – Final Project due in session 40.
Week 14	Session 40: Final Project Presentations	Final Project Presentation Week
	Session 41: Final Project Presentations	

COURSE-RELATED TRIPS:

- The Cape Town Museum of Childhood in Rondebosch (www.museumofchildhood.org.za)
This field trip is about revisiting the concept of childhood, innocence and play through artifacts from children from across South African. The theme of a childhood bounded by geography cuts across all sessions in this course. A fieldtrip to the

Museum of Childhood will allow the students an opportunity to explore this theme further. Captured in the word of the museum... *"this interactive museum, the first museum of childhood in Africa, will provide an institution for the heritage, documentation, memory, oral history, research, and interpretation of childhood. Housing a national collection of childhood-related exhibitions, the museum aims to capture the heritage of childhood and the role that children play in society."* (www.museumofchildhood.org.za).

- Ikamva Youth in Khayelitsha (<http://ikamvayouth.org>)
"Ikamva Lizezandleni Zethu is a South African non-profit organization focussed on the empowerment of **youth** through education, e-literacy training and career guidance. (Ikamva, 2018)".

This particular organisation caters to youth living in areas that are not well resourced, such as townships and informal settlements. The centre runs a variety of programmes to help young people make correct choices for their future. This fieldtrip fits in the the youth section of the syllabus. During our visit we'll interact with the facilitators to understand the programmes they have selected to run at the centre, and the reception of these among the learners and the community. We'll also interact with the youth participants and take part in the programme for the day. Students are to observe the community where the centre is located, and once again consider how this geography daily impacts on the youth experience of life in general.

REQUIRED READINGS:

Textbooks

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- Bray, Rachel, Imke Gooskens, Sue Moses, Lauren Kahn, Jeremy Seekings eds. *Growing up in the new South Africa: Childhood and adolescence in post-apartheid Cape Town*. Cape Town: HSRC Press 2010. <http://www.hsrcpress.ac.za/product.php?mode=search&page=1&freedownload=1&productid=2276>. Chapters: 1, 2, 3, 4, 7.
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- Francie Lund, eds. *Changing Social Policy*. Cape Town: HSRC Press 2008.

Articles

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- Grant, M. (2003). Difficult debut: Social and economic identities of urban youth in Bulawayo, Zimbabwe. *Canadian Journal of African Studies*, Vol 31(2-3): 411-439.
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- Jukuda, A. (2011) Policy Brief: Poverty, race and children's progress at school in South Africa (September 2011 (2)). http://sds.ukzn.ac.za/files/FINAL_SDS_PB2_poverty.pdf. Accessed March 2018
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