Faculty teaching within the **Childhood and Youth Studies Track** would like to draw your attention to the following SPR15 core course for the track as well as related elective courses.

**MALS 78900 Childhood and Youth Studies: Approaches and Methods [27833]**  
W, 9:30-11:30 am, Professor Roger Hart, 3 credits  
Cross-listed with PSYC 80103 Understanding Children and Youth

This course offers an overview of research methods for understanding the experiences and perspectives of children and youth. Together with the assistance of guest faculty members from the interdisciplinary field of childhood and youth studies it offers a broad introduction to qualitative social science approaches to research with children: ethnography or participant observation, interviewing, narrative analysis and participatory approaches to research with children. It also includes a general introduction to methods used in the humanities for understanding children and childhood. Consideration is given to ethical principles and to alternative styles of communicating research findings to others. The structure of these classes is designed around a common set of readings and occasional small exercises, designed to enable the participants to apply the readings to their own research interests. The readings for each week will be prepared by individual students or by pairs of students who share a focus. Two written products will be required: A critical review of one research study of the student’s own choice from the broad multi-disciplinary field of childhood and youth studies, and a methodological proposal for a possible original study by the student. This final essay is designed to be directly useful to the development of the student's own research agenda. - See more at: [http://www.gc.cuny.edu/Page-Elements/Academics-Research-Centers-Initiatives/Masters-Programs/Liberal-Studies/Courses/SPRING-2015-COURSES#sthash.owChoAXk.dpuf](http://www.gc.cuny.edu/Page-Elements/Academics-Research-Centers-Initiatives/Masters-Programs/Liberal-Studies/Courses/SPRING-2015-COURSES#sthash.owChoAXk.dpuf)

**Elective Courses of Potential Interest to Students in the Childhood and Youth Studies Track:**

**Human Development – Developmental Psychology II 72100**  
Wednesdays 12:00 – 2:00  
Professor Colette Daiute ([cdaiute@gc.cuny.edu](mailto:cdaiute@gc.cuny.edu))

How does contemporary research define human development? What are the most active, compelling and debated areas of human development research? How does recent research confirm, extend, and alter previous understandings about how children, youth, and adults across diverse cultures and circumstances interact in, understand, and change the worlds where they live? What theoretical debates about development are enacted in the latest research? How do research methods and digital technologies affect what we understand as development? This course addresses those questions (and others) with critical review of recent literature in developmental psychology, childhood/youth studies, and lifespan studies. We focus on research perspectives integrating cognitive, social, emotional, and biological capacities, as well as with a focus on some distinct processes. Course topics include developmental diversity across cultures, history and lifespan; emotion, emotion regulation, and emotional development; cognition and executive function; developmental neuroscience; developmental interactions with relationship systems (such as family, community organizations, ethnic groups), interventions (such as education, rehabilitative settings) political crises and their consequences, digital technologies, and research methods (such as practice-based research designs, field-based methods, discourse analyses, measurements, and so on). Course readings are selected based on their contemporary relevance, theoretical perspectives, research methods, contributions to the field, and
fertility for future research. In addition to the basic research focus of the course, we consider developmental phenomena in terms of their origins in and implications for practice and policy. Course requirements include readings, discussions, several reflection essays, and a literature review stating an argument for research in a specific area of student interest.

**Urban Education 75200—Doing Visual Research with Children and Youth**

Wendy Luttrell

W, 415 - 615p, Room TBD [27204] Permission only

*As of Dec 11th there are two slots still open in this course; please email Prof. Luttrell for info at: WLuttrell@gc.cuny.edu*

In the past decade there has been an explosion of visual research projects as a means to study young people’s social lives and subjectivities “through their own eyes” and to afford them more participation and “voice” in the production of knowledge. This course considers philosophical, theoretical, methodological and ethical issues involved in such projects across several disciplines (e.g. anthropology, sociology, education, cultural studies, public health, and media studies). We will also tackle the problematic notion of voice and the realization of a participation agenda in various studies that we examine.

The aim of the course is three-fold. First, it seeks to expand students’ knowledge about and critical assessment of the use of visual data and analysis in projects with children/youth. Second, it offers students an opportunity to learn about the co-production and complexities of one strategy of visual data analysis being used in my on-going longitudinal, participatory visual ethnography of transnational childhoods. Students will produce a visual narrative for an individual child as a means to condense and display salient themes and patterns in how a child is using his/her photos to tell about his/her life across several contexts, spaces and time. Third, through discussion of other visual narratives (and those that are produced in class) students will develop conceptual and methodological skills to be applied in their own visual research with children/youth. Some students may opt to analyze visual data they have already gathered or will gather over the course of the semester.

Students will need to know or learn IMovie or Final Cut Pro. - See more at: [http://www.gc.cuny.edu/Page-Elements/Academics-Research-Centers-Initiatives/Doctoral-Programs/Urban-Education/Courses#sthash.I96bMj0m.dpuf](http://www.gc.cuny.edu/Page-Elements/Academics-Research-Centers-Initiatives/Doctoral-Programs/Urban-Education/Courses#sthash.I96bMj0m.dpuf)

**PSYCH 80103 GC (CRN 27658) Children’s Rights and Young People’s Views of Participation and Protection: Opportunities and Challenges for Research, Policy and Practice**

Thursday 2:00PM to 4:00PM, Room 6494

**Professor Martin D. Ruck** (Ph.: 212-817-8720 Email: mruck@gc.cuny.edu)

What role can (or should) social science play in promoting and protecting children’s rights? This seminar will address this question broadly by examining philosophical, historical, conceptual, empirical, and contemporary issues (such as the U.N. Convention on the Rights of the Child) relating to the child’s right to participation and protection. A major focus of the course will be young people’s own perspectives and attitudes concerning their rights. We will also consider how to best balance children’s participation and protection. Attention will be paid to the role of social context and culture in the development of children’s and adolescents understanding and knowledge of human rights. Policy, social, and practical implications concerning children’s rights will be considered.