CHILD/YOUTH RIGHTS AND SECURITY
IN GLOBAL POLITICAL PERSPECTIVE

Term 2

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Course Description
Taking its cues from a broadening of International Relations over the last two decades that has occasioned the inclusion of more and different kinds of actors and agency than allowed for so long as the field’s central preoccupation was with states alone, this course asks what comes to light when we look for young people in dominant stories about security, development, and more. Children and youth are not easily found in these stories – at least not conspicuously so – and even self-consciously ‘critical’ approaches in International Relations have only begun to ask why. That does not mean, however, that stories about security, development, and so forth are not about children and youth in important ways. Indeed, a critical interest in the politics of subjecthood is revealing of ways in which young people, though not present in our field’s dominant stories, are actually indispensable to those same stories. In spite of this, however, the particulars of how they are relied upon conceptually also insist on their objectification, with the result that they do not appear as acting subjects.

Our aim in this course will be to inquire into myriad and everyday ways that global power and politics construct, rely upon, constrain, regulate, diminish, and deny the possibilities and prospects for young people’s political subjecthood. As we will see, disciplinary International Relations encodes a politics that, in the case of childhood, not only writes some actors out of its stories but, in so doing, also works to enable and sustain ideas necessary to the maintenance of important circuits of status quo power and privilege.

Course Objectives
By the end of the course students should:

- Have a deeper understanding of how children are constructed and positioned in international relations and of the effects this has on political possibilities for children and others.
- Recognize and evaluate key concepts from contemporary social theory and how they both play a part in and help us to make sense of international relations.
- Have built on and refined research and writing skills through argumentative essays.
- Have developed skills in leading and participating in group discussions.

Required Materials and Texts
- All required readings are available online via e-Journals from the Library website.

Class Format
The course will operate on a weekly seminar format based on regular and consistent participation by all students.
Course Evaluation – Overview
1. Seminar Participation – 25%
2. In-class Presentation – 10%, date to be assigned
3. Think Piece – 25%, due in class January 29, 2019
4. Essay – 40%, due in class April 2, 2019

Course Evaluation – Details

Seminar Participation (25%)
Students will be graded on their participation in class discussions. Attending class having read and thought about the assigned readings for the week will be essential to effective participation. Questions can also be a stimulus to discussion and will be counted as participation.

In-class Presentation (10%), date to be assigned
Students will each give a short presentation (12-15 minutes in length) during the term. Each presentation will cover one reading assigned for the week in which it is given. Presentations should (very) briefly outline the main thrust or argument of the reading, but the main focus should be on the student’s assessments of them. Students should end their presentations by proposing 2 or 3 questions or points for class discussion.

Think Piece (25%), due in class January 29, 2019
Students will write a short essay of approximately 1000 words arising from the material covered in readings for the week of January 15th. This assignment is to be a ‘think piece’ in which students will make the case for a particular understanding of childhood over others suggested by the readings and in class discussion.

Essay (40%), due in class April 2, 2019
Students will prepare an analytic essay of 10-12 pages length. Topics will deal with issues raised in the course and will be developed by students in consultation with the instructor.

Weekly Course Schedule and Required Readings

Week 1 (January 8)
Introduction to the Course
Readings: None
Week 2 (January 15)
Definition by Deficit: Constructing Childhood
Readings:


Week 3 (January 22)
Dangerous Childhood: Regulating Youth, Constraining Young People
Readings:


Week 4 (January 29)
Endangered Childhood: Emotional Scenery and the Projects of Others
Readings:


Note: Think Piece due in class.

**Week 5 (February 5)**

**Engendered Childhood: Intersecting Politics of Protection**

Readings:


**Week 6 (February 12)**

**Dictating Childhood: The UN Convention on the Rights of the Child**

Readings:


Week 7 (February 19)
No class – Reading Week

Week 8 (February 26)
**Authorized Voices: Implementing and Impeding Article 12 of the UNCRC**
Readings:


Week 9 (March 5)
**Recovering Agency: Young People and Political Subjecthood**
Readings:


Week 10 (March 12)
**Pathways to Participation: Electoral Politics and Beyond**
Readings:


**Week 11 (March 19)**

**Complicated Subjects: Child Soldiers**

Readings:


**Week 12 (March 26)**

**No Class – Independent Essay Writing**

**Week 13 (April 2)**

**Mundane Militarizations of Childhood: Beyond the Global South**

Readings:


**Week 14 (April 9)**

**Rethinking Risk and Resilience**

**Readings:**


**Course Policies**

**Submission of Assignments**

Written work must be submitted in hard copy in class and cannot be accepted electronically or by fax.

When marking your written work throughout the term, I will consider the following criteria. Please be sure to read them carefully:

**Analytical Content:** Higher grades will be given to work that demonstrates comprehension of the readings and issues raised in class, and that presents an interpretation and critical analysis of that material. Lower grades will be given to work that simply summarizes or describes the readings and course content. To determine whether you are on the right track, ask yourself, “Am I telling the reader what I think about the concepts and ideas in my paper and why they are important to my argument, or am I simply telling the reader what those concepts are?” The key here is engagement with the literature, as opposed to repetition of the literature.

**Development of an Argument:** Higher grades will be given to work that has a clearly stated thesis and a set of logically developed and reasonably comprehensive arguments in support of that thesis. Lower grades will be given to work that has no thesis or has a thesis that is not logically developed or supported by the body of the paper. Ask yourself, “Does my paper seek to prove a point?” The key here is to attempt to convince your reader of the soundness of your argument (i.e., that you are ‘right’). Imagine that you are telling someone about your brilliant idea for world peace – have you anticipated and accounted for their questions and counter-arguments in your paper? NOTE: a paper that has a clear thesis is almost unavoidably analytical, while the
failure to pay attention to your thesis and arguments will make the ‘analytical content’ requirement difficult to meet.

Grammar, Spelling, and Style: Higher grades will be given to written work that is grammatically correct and is clearly and accurately written, while lower grades will be given to work that is difficult to read or understand due to excessive grammatical and/or spelling errors. Different approaches work for different people, but I would recommend that you try the following every time you have a written assignment: after completing your assignment, put it away for a while (ideally, for a few days); when you pick it up again, read it carefully, slowly, and aloud – when we are familiar with a paper we tend to skim it during proof-reading, thereby missing errors, so make sure you are reading it word for word. Mistakes in grammar may not always look wrong, but they usually sound wrong. If you need some help with writing, you are encouraged to contact the Student Success Centre (https://studentsuccess.mcmaster.ca/academic-support/) for assistance.

Meeting the Requirements of the Assignment: All written work must be submitted on time, must be of the appropriate length, must use the required number and type of resources, and, most importantly, must address the issues or questions posed in the assignment.

Mechanics and Aesthetics: Higher grades will be given to written work that includes all of the basic requirements of any written assignment. This includes a title page, complete and proper referencing in a major recognized format, and numbered pages. Further, all of the conventions of essay writing should be observed (i.e. double-spacing, use of a standard sized font, uniform one-inch margins, single spacing and indenting of quotes longer than four lines, etc.). Lower grades will be assigned to work that does not include all of these elements, and to work that is sloppy in general. Again, a careful proof-reading will be helpful.

Grades
Grades will be based on the McMaster University grading scale:

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Late Assignments
Late papers will be accepted, but will be subject to a late penalty of 5 per cent per weekday to a maximum of 5 days, after which they will not be accepted and a mark of 0 will be recorded. In the interest of fairness to all students, there will be no exceptions to this unless you have arranged with me in advance for an extension. Papers submitted after deadlines (including excused late papers) will be marked, but comments will not be provided.

Absences, Missed Work, Illness
Extensions on assignments can be arranged in the event of illness or similar circumstances. All extensions must be arranged in advance of the day on which a paper is due.

In light of the format of the course and the emphasis on regular and consistent participation in class discussions, attendance is mandatory. Some absences (such as in cases of illness, for example) may be unavoidable. Please contact me in advance (or as soon thereafter as possible) via email if you are going to be absent.

University Policies
Academic Integrity Statement
You are expected to exhibit honesty and use ethical behavior in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behavior can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy.

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one’s own or for which credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.
Academic Accommodation of Students with Disabilities
Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca. For further information, consult McMaster University’s Policy for Academic Accommodation of Students with Disabilities.

Faculty of Social Sciences E-mail Communication Policy
Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student’s own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student’s responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Course Modification
The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.