For most of my academic career I have been focused, in one way or another, on how “space-time compression” (Harvey), “deterritorialization” (Appadurai) and “transnationalism” (Glick-Schiller, Basch and Blanc-Szanton) effect children and youth. My research began with young Nepalese carpet weavers who toiled as pieceworkers in a global industry in which New Zealand grown wool was transformed into pseudo “Tibetan” rugs that were popularized in European markets, a nexus that collided with emerging conceptions of a “universal childhood” that dominated global anti-child labour campaigns. My work then shifted to look at the contributions of young Nepalese women who contributed to their family economies by working as domestic servants in the Persian Gulf, and on how constructions of “Nepali-ness” were reconfigured in this transnational space. I am now exploring second generation Tamil-Canadians who struggle for cultural autonomy in transnational social fields defined by ethno-nationalist ideologies and neo-liberal governmentalities. Studying the contradictory effects of globalization on children and youth has been, and will remain, a central concern in my work.
“All of us are, willy-nilly, by design or by default, on the move. We are on the move even if, physically, we stay put; immobility is not a realistic option in a world of permanent change... Some of us become fully and truly ‘global’; some are fixed in their ‘locality’ – a predicament neither pleasurable nor endurable in the world in which the ‘globals’ set the tone and compose the rules of the life-game”. Zygmunt Bauman

Course Objectives:

Globalization is one of the most hotly debated aspects of contemporary life. But what is it, and what are its effects on us? In this course, we will explore globalization as a process of forced mobility and growing global inequality. Our broader goal in this course is to understand how children and youth figure in a debate that rarely includes them.

“Children, Youth and Globalization” is a seminar-style course in which students are invited to share their views. Course readings have been drawn from a variety of disciplines, including anthropology, cultural studies, geography, psychology and sociology, in order that we understand how children are figured in the globalization date from multiple perspectives.

Required texts:

Course pack for CHYS 4P16 available in the Brock University Bookstore.


Course Evaluation:
Take home mid term test: 20 marks  
Research project and presentation: 40 marks  
Final take-home examination: 30 marks  
Class participation: 10 marks

**Take home mid term test** – This will be a dry run for the final take home. You will have your choice of two of four questions, based only on readings and lecture material up to October 11. Allow four to five pages per question. Exams must be turned in, typed and double spaced, on October 18.

**Research project and presentation** – Students in groups of four will research and present a 20 minute lecture on one of four seminar project topics in the last two weeks of the course. You will find out what these are in seminar during the week of March 8. Research must be carried out using on-line as well as academic resources. Final presentations must be given using PowerPoint, and a full word text of no more than 10 pages must be submitted for evaluation.

**Final take-home examination** – You will have a choice of three of six questions that will be distributed at the lecture on November 29. One of the question groups will be in regard to the Cindi Katz book, and the other on the video “Race for Time”. Allow four to five pages per answer. Exams must be turned in, typed and double spaced, no later than 4:30, December 15, 2006. There are no extensions.

**Class participation** – As this is a seminar style course, your participation is vital for its success. By evaluating ‘class participation’, I do not mean to simply reward those who speak a lot, or penalize those who do not; what I will be evaluating is your willingness to engage the material and each other in class. Although I will not be taking attendance, students who have more than two absences can expect to receive a lower participation grade. Please let me know by e-mail if you cannot attend lecture.

Late papers will not be accepted, unless a prior extension has been arranged with the instructor. Extensions are possible, for any compelling reason, but must be requested at least one week prior to the due date.

**Please Note:**

I am required to make the following announcements:

- The deadline for dropping CHYS 4P16 without academic penalty is Friday, November 3. You will have received 20% of your final grade by this date.
• Because academic integrity is vital to the well-being of the university community, Brock University takes academic misconduct very seriously. Academic misconduct includes plagiarism, which involves presenting the words and ideas of another person as if they were your own, and other forms of cheating, such as using crib notes during a test or fabricating data for a lab assignment. The penalties for academic misconduct can be very severe. A grade of zero may be given for the assignment or even for the course, and a second offense may result in suspension from the University. Students are urged to read the section of the Brock University Undergraduate Calendar that pertains to academic misconduct. Students are also reminded that the Student Development Centre (Schmon Tower, Room 400) offers free workshops on writing and study skills and on avoiding plagiarism.

• Students are informed that the rounding of their roughly computed score to arrive at a final grade, which complies with the 0, 2, 5, 8 marking scheme, is at the instructor’s discretion. Marks may be rounded either up or down between any pair, and need not necessarily be rounded to the closest number ending in 0, 2, 5 or 8.

Class Schedule:

September 13 Introduction
  Video: “The Corporation” Part 2
  Discussion

September 20 The globalization debate: a new world order?
  How to critique a reading

September 27 Economic (Re)structuring and the child
  Debating the contributions of the World Bank

October 4 Children and youth in global policy
  Other global institutions
  Read: Boyden, Jo (1997) “Childhood and the Policy Makers: A Comparative Perspective on the Globalization of Childhood” in Constructing and Reconstructing


October 11 Globalization and the family
Take home test questions assigned

October 18 Children and youth as subjects of cultural domination or hybridization?
Take home tests due

October 25 Children and youth as consumers of identity
Research project groups assigned


November 1 Citizenship, democracy and participation


November 8 Children in International Development
The Millenium Development Goals

November 15 Video: Race for Time

November 22 Children’s geographies of globalization

November 29 Final Project Presentations
Take home exam questions distributed

NOTE THAT TAKE HOME EXAMS ARE DUE IN THE CHYS “DROP BOX” NO LATER THAN 4:30, FRIDAY, DECEMBER 15.