
Mid-term exam (50%)

The mid-term exam will be in the multiple choice format and/or true and false questions that cover lecture notes (which consist of the articles, during lectures to contextualize the concepts for each week and the assigned readings), films, and readings.

Final exam (40%)

The final will only cover topics

personal and respects the need for privacy and confidentiality in these matters. However, in order to ensure

Teaching and learning is a two-way process and to ensure the best and most productive experience for us I ask that we all be considerate of the following: arrive on time, do not be disruptive, respect one another, be attentive, and be willing to challenge yourself.

Information about communication

I'm a peasant when it comes to tech.-

be linked up/available all the time. I do a ton of work as it is and we all need our down time and space to just to 'be.' With that in mind, I would like us to keep our communications to day-time (i.e., 8 am- 5pm), as I'm typically working early and I shut down my computer around 6 pm each day. And, I don't do any email or electronic work on my phone--so if you email me after 6pm, you won't hear back until the following morning. Also, let's stick to Monday-Friday versus week-ends. I share this information with you not to

Viner, R., Ozer, E., Denny, S., Marmot, M., Resnick, M., Fatusi, A., & Currie, C. (2012). Adolescence and the social determinants of health, *The Lancet* 379, 1641-52.

Waller, T. (2014). Modern Childhoods: Contemporary Theories and Childre *IN An Introduction to Early Childhood* (Edition 3), Tim Waller and Geraldine Davis, Eds., Los Angeles: SAGE Publications, pp. 27-46.

Wood, Katherine, Fedelia Maforah, and Rachel Jewkes (1998). Violence on Adolescent Sexual Health Agendas. *Social Science & Medicine*, 47(2), 233-242.

Lecture Outline:

September 12, 2017: Introduction

Outline of syllabus
Materials and assignments
Overview of perspectives and objectives
Talking about mental health, learning to learn, and being kind

2) September 19, 2017: Health, Childhood & Adolescence-The construction of ideas vj tqwi j 'vj g'gzco rrg'qh'f kx-ability

(Read: Nazli, 2012 & East and Orchard, 2013)

TUTORIALS BEGIN THIS WEEK: everyone go to assigned tutorial session to meet the TAs, discuss your ideas about the class, and go over the parameters of contact, communication, and conduct between one another as well as between yourself and the TAs.

3) September 26, 2017: Childhood Part I- the normative model

(Read: Halfon et al., 2010 & Waller, 2014)

View Film: *Born to be Good?*

4) October 3, 2017: Childhood Part II- ðqvj gtö'èj kf j qod experiences

(Read: Orchard, 2007; Panter-Brick, 2004)

5) October 17, 2017: Childhood Part III- the medicalization of childhood

View Film: *The Downside of High*

7) **October 31, 2017: MID-TERM EXAMINATION**

To be held in our classroom

NO TUTORIALS THIS WEEK

8) **November 7, 2017: Adolescence Part I- the normative model**

(Read: Viner et al., 2012 & Jensen and Arnett, 2012).

9) **November 14, 2017: Adolescence Part II- ðqqj gt ö'čf qrguegpv'gzr gtlgpegu**

(Read: Pavis and Cunningham-Burley, 1999; Wood et al., 1998)

10) **November 21, 2017: Adolescence Part III- the medicalization of adolescence**

(Read: Biering, 2002 and Blair & Kirkland Strachan, 2005)

1]T.
