

**Dr. Lynne Vallone**

Department of Childhood Studies

Email: [vallone@rutgers.edu](mailto:vallone@rutgers.edu)

Office: Room 303, 405-407 Cooper Street

Office Hours: by app't

**SPRING 2018**

**Mr. Ryan Bunch (TA)**

Department of Childhood Studies

Email: [ryan.bunch@rutgers.edu](mailto:ryan.bunch@rutgers.edu)

Office: 311 Cooper Street

Office hours: Tuesdays 3-5pm and by app't

**Senior Seminar in Childhood Studies:  
The Street Child**

**(50:163:480:01)**

**SYLLABUS**

**Class Time:** MW 3:45-5:05pm

**Class Location:** BSB 109

**Course Description:** The Senior Seminar in Childhood Studies is the capstone course for the Childhood Studies major. Childhood Studies majors take this seminar in their final semester. As such, this course represents the culminating intellectual experience of the multi-disciplinary academic enterprise we call "childhood studies." The seminar has a broad topic—"street kids"—that will be approached from multiple perspectives, including literature (children's books, poetry), history, photography, ethnography, film and popular culture. Our three major themes—"historicizing street kids," "globalizing street kids" and "reclaiming the street"—will help us to achieve our aims of not only interrogating "street kids" from multiple perspectives and over time, but also reconsidering the idea of the street itself as a place for children. As a course fulfilling the "W" (writing) requirement for graduation, and in response to the shared goal that all majors graduating with a Childhood Studies degree be proficient critical thinkers and writers, writing and re-writing will be emphasized in this class. Writing assignments will include informal responses, formal essays and a culminating research paper. Also, given the competitive job market and importance of preparing for future employment or enhancing job seeking skills, the seminar will focus on professional development. Finally, and most importantly, this course is a seminar and will be taught as such. Thus, every student will be required to participate in class and to bear equal responsibility for the intellectual rigor of the seminar.

**Course Books (required):** All course books may be purchased at the University Bookstore on Cooper Street. Please note that in addition to reading the four assigned books for the course, students are required to read articles and book chapters stored on library e-reserves. These are indicated on the course schedule (below). You may find the e-reserves for the seminar under my name (or course number) on the library's webpage or directly from our course sakai site.

*Street Kids: Homeless Youth, Outreach, and Policing New York's Streets*, Kristina E. Gibson  
*At Home in the Street: Street Children of Northeast Brazil*, Tobias Hecht  
*Ragged Dick*, Horatio Alger  
*After Tupac and D Foster*, Jacqueline Woodson

### **POLICIES:**

**Attendance:** Attendance will be taken every day and absences will be noted. I will excuse absences for illness and for emergencies. Documentation for excused absences will be required. If you will be missing class due to illness or some other kind of emergency, please notify me at your earliest opportunity. If you will miss class for any reason that will not reasonably result in an excused absence (missing class due to work schedules will not be excused, for example), please do not email me. While there is no extra credit given for attending class regularly, of course, there will be penalties assessed if you have more than 4 unexcused absences from class. At five unexcused absences your final average will be dropped one full point, at six unexcused absences your final average will be dropped two full points, etc.

**Late work:** Please plan to complete each assignment by its due date (formal and informal assignments). If an emergency arises and you are unable to hand in your work on time, please let me know at the first opportunity and we will discuss how the work may be made up. Unexcused late work without an approved excuse will receive a penalty of one-half a letter grade per day that the work is late after the original due date. No penalty will result for late work due to an excused absence.

**Grading:** Please note that when computing final averages, if your grade ends in .5 or above (that is, 87.5, 73.5, etc.), your grades will be rounded up to the following whole number (88, 74, etc.). If your grade does not reach .5, the number will not be rounded up. I use the following grading scale: A=94-100, A-= 90-93, B+=87-89, B=84-86, B-=80-83, C+=77-79, C=74-76, C-=70-73, D+=67-69, D=63-66, F=anything below 66 points.

**Incompletes:** Grades of incomplete will be awarded only in the rarest of instances and in accordance with University policy.

**Course completion:** You must complete all the assignments to pass the course. Passing this course is a requirement for graduation with a Childhood Studies major.

GRADED WORK (additional information on each assignment will be available under “resources” on our sakai site.) I will grade some of the assignments and Mr. Bunch will grade others. You will be informed who will be grading any assignment.

- |                                      |     |                       |                   |
|--------------------------------------|-----|-----------------------|-------------------|
| • 2-page paper on <u>Ragged Dick</u> | DUE | Feb. 19 <sup>th</sup> | 15% of final ave. |
| • 2-page comparison paper            | DUE | Feb. 28 <sup>th</sup> | 15% of final ave. |
| • Potential Research questions       | DUE | Mar. 26 <sup>th</sup> | ungraded          |
| • Draft of 10-page research paper    | DUE | Apr. 18 <sup>th</sup> | ungraded          |
| • Participation/homework, etc.       |     |                       | 20% of final ave. |
| • In-class assessment of CS major    | DUE | Apr. 30 <sup>th</sup> | ungraded          |
| • Poster of research                 | DUE | Apr. 23 <sup>rd</sup> | 20% of final ave. |
| • 10-page research paper             | DUE | May 7 <sup>th</sup>   | 30% of final ave. |

**Please note that there will be no comprehensive final exam given in this class.**

### **COURSE OBJECTIVES:**

- Increase students’ awareness of how poverty and homelessness have affected children in the 19<sup>th</sup> through 21<sup>st</sup> centuries
- Increase students’ knowledge about the historical, global and constructed nature of “street kids” over time and in various contexts
- View “street kids” from a variety of perspectives, including literary, historical, photographic, ethnographic and pop cultural representations
- Set street kids within the larger field of childhood studies and its discussions of children’s agency, power relations with adults, constructed nature, etc.
- Improve students’ ability to write clearly and effectively in a variety of formats, including the response paper, comparison paper, poster, and the research paper
- Write approximately 25 pages of revised and polished prose over the course of the semester
- Review and practice job-seeking skills

### **LEARNING OUTCOMES:**

“Learning outcomes” reflect the knowledge, skills, and awareness students should gain and demonstrate by the end of the course.

- Students should gain a broad understanding of the topic of street children in various contexts—in history (in the UK, USA and Brazil, in particular), in literature for adults and for children, in ethnographic studies that privilege the child’s voice and in popular culture (film, television, etc.)
- Students should gain an awareness of “the street” as a space under constant negotiation with changing ideas about children and childhood

- Students should be able to synthesize ideas about street kids that come from different sources (a romanticized view promoted in 19<sup>th</sup>-century sentimental literature compared with photographs of actual homeless children from the same era, for example)
- Students should be able to engage critical thinking and effective communication skills in writing about street kids in multiple assignments as well as in the sustained thinking and writing required for a 10-page research paper
- Students should be able to present their research into a topic on street kids in an attractive and cohesive manner on a poster and answer viewers' questions about their work
- Students should be able to set their knowledge about street kids within the larger context of the field of childhood studies

**SAKAI:** We will be using the Sakai web management class site. To get started, go to sakai.rutgers.edu and log in with your Rutgers net ID and password. Please visit the site frequently and read all the emails that I send to you. If you experience any trouble, please contact the Help Desk. Faculty members are not allowed to troubleshoot problems with the site or with student access to the site.

#### **CLASS SCHEDULE:**

**\*Changes may need to be made to this schedule. It is the student's responsibility to keep up with any necessary changes made to due dates, readings, etc.**

#### *Introduction:*

*Childhood Studies (professional development) and Imagining Street Kids*

W. Jan. 17: Syllabus and Introduction

M. Jan. 22: Kay O'Pella, Career Services; review the website on resume building:  
<https://cc.camden.rutgers.edu/preparing-resumes-and-cover-letters>

W. Jan. 24: Who are "street kids"? What is "the street?" Where is "the street"?

#### *Historicizing Street Kids: UK and USA*

*Images of 19<sup>th</sup>-century street children: romantic and documentary*

M. Jan. 29: **Reading:** selections from Andrea Warren's children's biography of Charles Dickens, Charles Dickens and the Street Children of London, chs. 2, 9, 10 (e-reserve #1, #2, #3)

W. Jan. 31: **Reading:** selection from Maria Susanna Cummins' The Lamplighter—1854, chs. 1-3 (e-reserve #4); "The Newboy's Debt"—1879 (course sakai site under "resources"); ch. 1 of Charles Dickens' Oliver Twist—1837 (course sakai site under "resources"); images of newsboys (power-point)

M. Feb. 5: *Ragged Dick, or, Street Life in New York with the Boot Blacks*, ch. 1-12

W. Feb. 7: *Ragged Dick*, ch. 13-27

*Voices of 19<sup>th</sup> and early-20<sup>th</sup>- century Street Kids*

M. Feb. 12: **Reading:** “Beyond Four Walls” from Anna Davin’s Growing Up Poor: Home, School and Street in London, 1870-1914 (e-reserve #5); “Street Gangs: Revolt, Rivalry and Racism” from Stephen Humphries’ Hooligans or Rebels? An Oral History of Working-Class Childhoods and Youth, 1889-1939 (e-reserve #6)

W. Feb. 14: workshop on writing Ragged Dick paper

*Street Kids in late-20<sup>th</sup>-century Popular Culture*

M. Feb. 19: *Newsies* (film)

**DUE: Ragged Dick paper; Attend Evening Alumni Panel Event!\***

W. Feb. 21: *Newsies* continued and discussion

*Globalizing Today’s Street Kids: Brazil and USA*  
*Case Study: Brazil*

M. Feb. 26: *At Home in the Street: Street Children of Northeast Brazil* (Introduction, Appendix, chs. 1-5)

W. Feb. 28: *At Home in the Street: Street Children of Northeast Brazil* (chs. 6-conclusion)  
**DUE: Comparison Paper**

*Case Study: New York City*

M. Mar. 5: *Street Kids: Homeless Youth, Outreach, and Policing New York’s Streets* (Introduction- ch. 5)

W. Mar. 7: *Street Kids: Homeless Youth, Outreach, and Policing New York’s Streets* (chs. 6-8, Appendix A and B)

M. Mar. 12: SPRING BREAK

W. Mar. 14: SPRING BREAK

*Job-seeking Skills Practice:*

*Interviewing (professional development) and Research*

M. Mar. 19: Kay O’Pella, Career Services. Mock interviewing; complete Interview Stream interview:

<https://rutgerscamden.interviewstream.com/Account/Login?ReturnUrl=%2f>

W. Mar. 21: Library research seminar: **meet in Lower Level computer lab in the Paul Robeson library**

*Reclaiming the Street: The Street and Kids in Popular Culture*

*Street Music: Kids Making Music on the Street; Children’s Literature and “street” music*

M. Mar. 26: Music and Kids on the Street  
**DUE: Potential Research Questions/topics**

W. Mar. 28: *After Tupac and D Foster*

*Sesame Street: Then and Now*

M. Apr. 2: Sesame Street Old School

W. Apr. 4: “Growing Hope Against Hunger”: “Lily” and homelessness on *Sesame Street*

*Writing and Rewriting: The Research Paper and Poster Presentation*

M. Apr. 9: How to Make a Poster of your Research Findings  
**DUE: Self-Evaluation of mock interview (for extra credit)**

W. Apr. 11: Research Paper Workshop

M. Apr. 16: Research Paper Workshop

W. Apr. 18: Poster Workshop  
**DUE: complete draft of research paper**

M. Apr. 23: Poster preview session (in classroom)

W. Apr. 25: NO CLASS: Attend poster session during Free Period; refreshments provided

M. Apr. 30: Assessment of CS major; evaluations

M. May 7: **Research Paper plus portfolio of writing assignments (including study questions, draft of research paper) DUE by 12noon in my office**

### **\*Alumni Panel Event Details:**

On February 19<sup>th</sup> (Monday) from 4:45-6:00pm (approximate end time), the Department of Childhood Studies will host a special event showcasing recent graduates of the Childhood Studies department. This event has been organized for our undergraduates in particular—and is especially pertinent for those soon to graduate. This get-together enables the audience to hear how recent graduates have used their degree, ask questions, and network with each other. The Alumni Panel is part of a series of activities and events celebrating RUC's Childhood Studies 10<sup>th</sup> Anniversary.

This panel presentation will take place in the Multi-Purpose Room (left) at the Campus Center and refreshments will be served. The panel presentation will begin at 5pm (arrive earlier for refreshments before the formal presentation begins).

Everyone in the seminar is strongly encouraged to attend. Career Services will have a table and the Alumni Association will also be present. Extra Credit will be given to those who attend (amount TBD).

### **Professional Development:**

- *Before class on Jan. 22<sup>nd</sup>*, review the Rutgers University website on resume and cover letter building: <https://cc.camden.rutgers.edu/preparing-resumes-and-cover-letters>
- AND/OR the webinar on the same topic: <https://cc.camden.rutgers.edu/videocareerlibrary>
- *NOTE: use FireFox browser to open the links if Google does not work.*
- *NOTE: Students who email Kay O’Pella ([kopella@camden.rutgers.edu](mailto:kopella@camden.rutgers.edu)) a copy of their resume draft by Feb 12<sup>th</sup> (copying me) for critique will receive extra credit (to be determined how much and for which assignment).*
- **\*\*February 28<sup>th</sup> Public Service/Non-Profit Job Fair** to be held in the Campus Center MPR from 11am-2pm. This is the job fair that yields the most interviews for Childhood Studies majors.
- *Before class on March 19<sup>th</sup>*, sign up for Interview Stream (for mock interviews): <https://rutgerscamden.interviewstream.com/Account/Login?ReturnUrl=%2f>  
Self-evaluation of mock interview *due by April 9<sup>th</sup>.*

### **Academic Integrity:**

Plagiarism—passing off another’s ideas or words as one’s own—is a serious act of academic dishonesty and represents a serious violation of the academic integrity policy of Rutgers

University. Careless or inadequate citing of ideas or words borrowed from another also constitutes an act of academic dishonesty. It is each student's responsibility to acquaint him/herself with Rutgers University's rules on academic integrity:

<http://academicintegrity.rutgers.edu/>

Any actions of academic dishonesty will be adjudicated. If, after reviewing these rules, you are unsure about which actions constitute violations of the academic integrity policy, please contact me before handing in an assignment; I will be happy to help.

#### **ADA Statement:**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Disability Services (ODS). I cannot offer an accommodation if the ODS and I do not know about it.

#### **Office of Disability Services:**

The Office of Disability Services (ODS) provides students with confidential advising and accommodation services in order to allow students with documented physical, mental, and learning disabilities to successfully complete their course of study at Rutgers University – Camden. The ODS provides for the confidential documentation and verification of student accommodations, and communicates with faculty regarding disabilities and accommodations. The ODS provides accommodation services, which can include readers, interpreters, alternate text, special equipment, and note takers. The ODS acts as a signatory for special waivers. The ODS also works with students, faculty, staff and administrators to enforce the American with Disabilities Act of 1990.

For more information, please visit this website: <https://learn.camden.rutgers.edu/disability-services>



## Bibliography for E-Reserves

1. Andrea Warren, "The Poor People of London" from Charles Dickens and the Street Children of London. Boston and New York: Houghton Mifflin Harcourt (2011): pp. 8-17.
2. Warren, "The Sea Captain Who Rescued Foundling Children" from Charles Dickens and the Street Children of London, pp. 63- 74.
3. Warren, "The Great Benefactors: Handel, Hogarth, and Dickens" from Charles Dickens and the Street Children of London, pp. 75-86.
4. Maria Susanna Cummins, The Lamplighter. New Brunswick: Rutgers UP (1988): pp. 1-15.
5. Anna Davin, Growing Up Poor: Home, School and Street in London, 1870-1914. Rivers Oram Press (1997): pp. 63-81; 233-238.
6. Stephen Humphries, Hooligans or Rebels? An Oral History of Working-Class Childhoods and Youth, 1889-1939. Wiley Blackwell (1995): 174-208; 261-265.