Individual Research Projects:

- Students are required to complete 2 of the following assignments (one for Jan/Feb, one for March/April)
- Students cannot repeat the same assignment (with the exception of the essay)
- There are no specific due dates for the assignments, however students may only turn in a maximum of 1 assignment in any given calendar month
- Since students have over a month per assignment: there are no “lates-ies”- “re-takes” or “do-overs.”

<table>
<thead>
<tr>
<th>Essay</th>
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<tbody>
<tr>
<td>Write a formal academic essay (4-6 pages in MLA format) that captures your ideas on the themes of the selected text and their relevance in your own life.</td>
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<tr>
<th>Amazon.com Book Review and A Letter to the Editor</th>
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<tbody>
<tr>
<td>Write an on-line review of the selected text and submit it to Amazon.com (or any other on-line book vendor).</td>
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<tr>
<td>- Spend some time (ie/ a week) reviewing the “front section” of a local newspaper</td>
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<tr>
<td>- Cut out a selection of articles that connect to the themes of the selected text and write a letter to the editor of the newspaper, which raises issue with one of these articles based on the themes of the selected text.</td>
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<tr>
<td>- Be sure to keep an eye out to see if your letter gets published (bonus marks)!</td>
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<tr>
<td>- Students who choose this option are required to DO BOTH a book review AND a letter and are asked to submit</td>
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<tr>
<td>- (for the book review) both a paper copy AND a link to where the article can be found online.</td>
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<td>- (for the letter) a copy of all of the articles examined, a copy of the notes on the articles, and a good copy of the letter to the editor.</td>
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<tr>
<th>Website or Blog</th>
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<tbody>
<tr>
<td>Create a website or blog that captures your ideas on the themes of the text from this month and their relevance in your own life.</td>
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<tr>
<td>- Students who choose this option are asked to email the professor the link to their website AND to print up a copy of that email and hand it in.</td>
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<tr>
<th>Youtube.com</th>
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<tbody>
<tr>
<td>Create a visual presentation that examines, critiques, or further supports the ideas and themes raised in the selected text and post it to youtube.com</td>
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<tr>
<td>- Students who choose this option are asked to email the professor the link to their video AND to hand in a copy of the finished product on CD or DVD.</td>
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<tr>
<th>Cultural Critic Powerpoint</th>
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<tr>
<td>Find an object that you feel illustrates the main themes of the selected text (anything from a song to a TV show, to a physical “space” to a virtual “space” to a pair of “Jordans” to a Dora the Explorer toothbrush)</td>
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<tr>
<td>- Create a Powerpoint presentation that:</td>
</tr>
<tr>
<td>- Provides a summary of the selected text.</td>
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<tr>
<td>- Introduces the object and explains its connection and relevance.</td>
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<tr>
<td>- Stimulates further thought and discussion with the viewer.</td>
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<tr>
<td>- Provides options for where to go for further information on the subject.</td>
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<tr>
<td>- Be sure to include in your Powerpoint a copy, photograph, or hand drawn facsimile of your object.</td>
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<tr>
<td>- Students who choose this option are asked to turn in a copy of the Powerpoint on CD or DVD.</td>
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<tr>
<th>Photo-Essay</th>
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<tr>
<td>Create a photo essay that captures your ideas on the themes of the selected text and their relevance in your own life, using photos that either YOU have taken or that you have received the permission of the photographer to use for your assignment.</td>
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<tr>
<td>- Students who choose this option are asked to turn in a copy of the photo-essay on CD or DVD and include any necessary written permission.</td>
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</table>
**What's The Agenda?**
- Spend some time (ie/ 1-2 weeks) watching TVO’s “The Agenda with Steve Paikin.”
- Write a brief (ie/ 1 page) response to each episode that you watch, which connects the themes of the episode with the themes of the selected text.
- Post your responses on the TVO website discussion board for that episode and be prepared to defend your position!
- Students who choose this option are asked to turn in a paper copy of their responses in addition to a printed copy of and the link to the on-line posting of their participation in the discussion forum on TVO.com

**Musical Response**
- Write and produce a song that examines and explores your ideas on the themes of the selected text and their relevance in your own life.
- Students who choose this option are asked to turn in a copy of their completed song on CD, along with a printed copy of the song lyrics.

**Short Story**
- Expand on your ideas on the themes of the selected text and their relevance in your own life by using the genre of fiction and create a short story or series of short stories that incorporate key ideas from the selected text.

**Comic Strip Narrative**
- Create a comic book character. Using the genre of comic strip or graphic novel, tell the story of that character, whose exploits and activities further illuminate the key ideas of the selected text.

**Digital Animation**
- Use digital animation to create a visual presentation that examines, critiques, or further supports the ideas and themes raised in the selected text.
- Students who choose this option are asked to hand in a copy of the finished product on DVD.

**Television Commercial or Billboard Advertisements**
- Create a product that examines, critiques, or further supports the ideas and themes raised in the selected text.
- Create a television commercial or a series of billboard advertisements that
  - Provides a summary of the selected text.
  - Introduces the product and explains its connection and relevance.
  - Stimulates further thought and discussion with the viewer.
  - Provides options for where to go for further information on the subject.
- Students who choose this option are asked to hand in a copy of the finished product on CD or DVD.

**Glamour Magazine**
- Create a mainstream magazine that examines the themes of the selected text.
- Be sure to include magazine type sections such as:
  - Articles
  - Editorials
  - Advertisements
  - Movie Reviews or Book Reviews,
  - An advice column or a “what’s happening” section that deals with “stars” and the escapades
  - Etc
- Students who choose this option are asked to hand in a PRINTED copy of the final product.

**Other**
- Any other type of assignment with the written permission of the professor.
KIDS WITH CAMERAS!

7-10 pages plus Works Cited and Appendix
Due: JUNE 20, 2011 at the beginning of lecture
Late assignments will be dealt with as per the late policy on the course syllabus.
SUBMISSION: please submit 1 copy for the 4C on a DVD or CD ROM and a paper copy for evaluation.

For your first assignment, you will be participating in the KIDS WITH CAMERAS project!
This project has several steps:

1. You need to find between 2-5 (TWO-FIVE) children (under the age of 18) to work with for the project.
2. You will need to secure the signed consent of the children (using the Verbal Consent Form) and their guardians (using the Signed Consent Form) if they are under the age of 16. These forms are available on our website. If they are between the ages of 16-17 then you need only get them to sign the Signed Consent Forms and will not need an adult's consent.
3. You will need to meet with the children 3 (THREE) times and at least TWO (2) of these meetings must be in person; the other could either be in person or via phone, Skype, online, etc. You MUST meet with the children
   a. to explain the project
   b. to receive their photos and explanation of the photos
   c. to interview the children after some time has elapsed

Task:

Find 2-5 (TWO-FIVE) children and ask them to document in photographs the influence of popular culture in their lives and to provide an Artist's Statement about their photographs.

You will then write a 7-10 (SEVEN-TEN) page paper about how the children you worked with interact with popular culture and the role(s) that popular culture plays in their lives using:

- either Mayall or O’Kane
- either Geraghty or Bugeja
- *The Suitcase Stories*
- either “Problems and Pitfalls” James or “Common Assumptions” Nodleman and Reimer

BE AWARE:
You MUST use all of the above texts (as outlined).
You MUST meet the page length minimum and NOT exceed the page length maximum.
You MUST include a Works Cited and it MUST be in MLA format.

*Students who do not meet these criteria will NOT receive a passing grade.*
The Finer Details:
Your paper will be divided into 2 parts:

1) One short essay of 2-3 (TWO-THREE) pages focusing on how you carried out your research including your research method and your methodology

2) One short essay of 5-7 (FIVE-SEVEN) pages in which you analyse your research findings

You will need to include a copy of the children's photographs and any written materials they produce, especially any explanations of the photographs, in an Appendix as well an Artist's Statement. The Artist's Statement could be a formal written explanation of their photographs or it could be, in the case of younger children, a drawing, series of drawings, or any kind of writing about their pictures that the children provide.

If people appear in any images of the photographs then you must have them fill out the Model Release Form that is available on our website. Remember that the children are being asked to document their interaction with popular culture and NOT with the people in their lives (such as their friends or their families).

In conducting interviews with the children, you could record the interviews but remember that you would need to include a transcript of any conversations you had with them. If you were to use a video camera to document the interviews, remember that you would need to have their permission. You should be including your field notes with your project.

You must work with children you already know: You must not approach any institution that you do not already have a working or volunteer in order to gain access to children. This is a university stipulation and you must respect it.

In your paper you should be sure to document how you know these children. How old are they? What are their genders? What makes them particularly suited to your research questions? You need to have a discussion with the children about what popular culture is in your initial meeting and be sure to ask open ended questions that don't direct the research.

Conducting Research with Human Subjects

This assignment involves research with human subjects: you will be having conversations with, doing activities with, and observing a child or children. All university research with human subjects (including yours) is governed by strict protocols to protect human subjects from potential harm: these are especially important with children. Carefully follow the assignment instructions, which follow research protocols approved by the Division of Humanities Research Ethics Board, including the use of verbal and written informed consent forms, exactly—to protect yourself, the child participants, and the university, and to ensure an enjoyable, productive experience for all involved. Please go to the Faculty of Liberal Arts and Professional Studies Research Ethics site (available at http://www.yorku.ca/laps/research/ethics.html) and download Information Sheet C Student Researcher Responsibilities.
KIDS WITH CRAYONS!

8-10 pages plus Works Cited and Appendix
Due: FEB. 16, 2011 at the beginning of lecture
Late assignments will be dealt with as per the late policy on the course syllabus

Freire explains the importance for oppressed people to be included in a dialogue that allows them to be part of the process of naming the word and naming the world! And in doing so, they (the oppressed people) can liberate and be liberated and become active men and women of conscience.

For your major assignment, you will be participating in the KIDS WITH CRAYONS project!

This project has several steps:
1. You need to find EITHER:
   a. 3 to 5 (THREE-FIVE) school aged children (grades 3-8)
   OR
   b. 2 to 3 (TWO-THREE) high school aged children (grades 9-12)
   to work with for the project.

2. You will need to secure the signed consent of the children (using the Verbal Consent Form) and their guardians (using the Signed Consent Form) if they are under the age of 16. These forms are available on our website. If they are between the ages of 16-17 then you need only get them to sign the Signed Consent Forms and will not need an adult's consent.

3. You will need to meet with the children 3 (THREE) times and at least TWO (2) of these meetings must be in person; the other could either be in person or via phone, Skype, online, etc.

You MUST meet with the children in three visits:
   1. to explain the project
   2. to receive their drawings/artist expressions and explanations of the art
   3. to interview the children after some time has elapsed

Task:
Find 2-5 children (see above for specific age guidelines) and ask them to “draw” their understanding of democracy, government, children’s rights, and their role in all of this. In particular some of the questions you may ask the children to address are:

☐ Who runs this country anyways? What do they do for children?
☐ What is my role? What roles can and do children play?
☐ What can I do? If I were Prime Minister, I would…..

You will invite the children to explore their ideas through art and allow them to “draw” their ideas in much the same way that Isaiah in Four Feet Up and Ugandan Child Soldiers in “Drawings, Painting and Text” use art as voice. Children are invited to use other forms of artistic expression (for example film, drama, music, written word, or multimedia, etc. to express their ideas- please first gain the approval of your tutorial instructor if using a different method). Please note, that because students have already completed a kids with cameras assignment in 1970A, photography will not be accepted.

You will then write an 8-10 (EIGHT-TEN) page paper about how the children you worked with understand the politics of the society in which they are living using:

☐ Smith’s Decolonizing Methodologies
☐ Law’s The War for Children’s Minds
☐ The UN CRC
☐ And any two additional course texts of your choice
BE AWARE:
You MUST use all of the above texts (as outlined).
You MUST meet the page length minimum and NOT exceed the page length maximum.
You MUST include a Works Cited and it MUST be in MLA format.
Students who do not meet these criteria will NOT receive a passing grade.

The Finer Details:
Your paper will be divided into 2 parts:
1) One short essay of 2-3 (TWO-THREE) pages focusing on how you carried out your research including your research method and your methodology
2) One short essay of 5-7 (FIVE-SEVEN) pages in which you analyse your research findings

You will need to include a copy of the children's artwork and any written materials they produce, especially any explanations of the art, in an Appendix as well an Artist's Statements.

If people appear in any images then you must have them fill out the Model Release Form that is available on our website.

In conducting interviews with the children, you could record the interviews but remember that you would need to include a transcript of any conversations you had with them. If you were to use a video camera to document the interviews, remember that you would need to have their permission. You should be including your field notes with your project.

You must work with children you already know: You must not approach any institution that you do not already have a working or volunteer in order to gain access to children. This is a university stipulation and you must respect it.

In your paper you should be sure to document how you know these children. How old are they? What are their genders? What makes them particularly suited to your research questions? You need to have a discussion with the children about politics and democracy in your initial meeting and be sure to ask open ended questions that don't direct the research.

Conducting Research with Human Subjects

This assignment involves research with human subjects: you will be having conversations with, doing activities with, and observing a child or children. All university research with human subjects (including yours) is governed by strict protocols to protect human subjects from potential harm: these are especially important with children. Carefully follow the assignment instructions, which follow research protocols approved by the Division of Humanities Research Ethics Board, including the use of verbal and written informed consent forms, exactly—to protect yourself, the child participants, and the university, and to ensure an enjoyable, productive experience for all involved. Please go to the Faculty of Liberal Arts and Professional Studies Research Ethics site (available at http://www.yorku.ca/laps/research/ethics.html) and download Information Sheet C Student Researcher Responsibilities.
Student Name:          Date:

Tutorial Presentation/Seminar 10%

Performance Guidelines & Expectations:
• Student is prepared for presentation and DOES NOT simply read from notes/slides
• Student properly uses powerpoint, media, activities, or other pedagogical tools and engages fellow classmates in discussion and understanding of material.
• Student demonstrates a strong understanding of the topic being discussed and its connection to course’s main themes.
• Student often cites specific references to the readings and clearly connects the references to the course’s main themes.
• Student uses examples to demonstrate how the topic connects to life experiences and previous knowledge, and is able to answer classmate questions on the topic.

Comments:

Strengths of the presentation:
1)  

2)  

3)  

Areas for Improvement:
1)  

2)  

3)  

Grade:
# Dr. Gennaro's Aesthetic Assignment Rubric

<table>
<thead>
<tr>
<th>STUDENT HANDED IN:</th>
<th>/2</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) The Assignment was turned in on time and submitted in a high quality form. For artistic projects this includes aesthetics, professionalism, and quality.</td>
<td>/2</td>
<td>Comments:</td>
</tr>
<tr>
<td>2) The student engaged deeply with ONE course text at a sophisticated level that demonstrates a <strong>depth and breadth</strong> of knowledge equivalent to the grade level of the course.</td>
<td>/2</td>
<td>Comments:</td>
</tr>
<tr>
<td>3) The assignment demonstrated a <strong>high level</strong> of student engagement with course <strong>terms/themes/ and ideas</strong>.</td>
<td>/2</td>
<td>Comments:</td>
</tr>
<tr>
<td>4) The student demonstrated critical thinking, reading, and writing skills and did more than simply summarize texts in their essay or artistic project.</td>
<td>/2</td>
<td>Comments:</td>
</tr>
<tr>
<td>5) The student placed their ideas within the social context by making relevant connections between the course material examined and the lived experiences of the student and others.</td>
<td>/2</td>
<td>Comments:</td>
</tr>
<tr>
<td><strong>FINAL GRADE</strong></td>
<td>/10</td>
<td>Comments:</td>
</tr>
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