**Tasks**

HHS4C Child & Child Rearing

**Seminar 6**

*Learning Goal (Begin with the End in Mind): I will see that child rearing is a social construct or idea, that understanding child development is rooted in science and psychology, and that parenting advice has changed markedly since the 1950s, post WWII. These changes continue to occur and today the focus is largely on psychological and cognitive wellbeing. The implications of the way we view children impacts both them and their parents.*

1. Read… Child and Child Rearing p. 91-107 by   
   Glenda Wall

**Terms - Minds On**

“blank slate” “child rearing”

“infant mortality” inoculation

child centred advice maternal deprivation

attachment attachment theory

cognitive needs intensive mothering

concerted cultivation

brain drain (common definition) brain drain re: Mike Harris and the Ontario Early Years Study

Write a five sentences summary of this chapter. Try to be as comprehensive as you can in these five sentences. Include as much of the key information as possible. There will be a prize for the best one! NOTE: Do this first so you don’t forget; it is worth marks on its own.

**Discussion Questions – Action**

Intro, History, Developmental Psychology

1. Briefly outline the history of the way we have viewed children from the late 1800s to now
2. Why was child-rearing advice toward mothers ramped up in the early 1900s in Canada? What other factors were/ are involved but were largely ignored?
3. What was the goal of much of the advice provided to mothers?
4. Why was there a shift in child rearing advice post world war II? What did this shift mean for mothers specifically?
5. What was the goal of much of the advice provided to mothers?
6. Why was there a shift in child rearing advice post world war II? What did this shift mean for mothers specifically?
7. How did developmental psychology impact child rearing advice and our ideas of childhood? Include information about Bowlby’s work here.
8. Briefly describe Bowlby’s ideas regarding attachment. Describe Ainsworth’s strange situation test, and attachment theory. What do later critics have to say about this?

Children’s Needs and Child Rearing Today

1. What are intensive parenting and or mothering? What does Lareau mean by concerted cultivation? How is income a factor in all of this? What role do fathers play in this? How have family sizes been a factor?
2. What is the concern or emphasis on brain science when it comes to parenting? What does the “class womb” mean?
3. What do all these developments suggest about our current conceptions of childhood in Canada? What is the difference between investing in children individually and blanket social programs? What is the difference between social equality and equality of opportunity?
4. What have the cutbacks to social programming since the 1990s caused? How deep were the welfare cuts of 1995? How did the work expectations for mothers with young children, on welfare change? What happened to childcare centres as well?
5. What are the poverty rates for children in Canada as of 2005? What are the rates for children of recent immigrant families? What are the rates for urban aboriginal children? Look at the line graphs on page 105, what do they show?
6. Why is it important that our social policies take into consideration entire families and not just children, particularly for those in need?

**Reflection Questions - Consolidation**

1. What are your own views on the attachment work? Do you agree with Bowlby and or Ainsworth and if so how and why?
2. Do you think that children who are raised by concerted cultivation differ from those who are not? Which would you prefer to be and why?
3. How do you feel about the discrepancy between ideas of needing to promote child development ; physically, socially, emotionally, and cognitively and the pulling back of money to social programming?