

Important Summer Session 2009 Dates

	Session I	7-wk Sess	8-wk Sess	10-wk Sess	Session II
Last day to enroll/add online	June 27 (Sat) (11:59 pm)	June 27 (Sat) (11:59 pm)	June 27 (Sat) (11:59 pm)	July 4 (Sat) (11:59 pm)	Aug 1 (Sat) (11:59 pm)
Last day to drop online	June 28 (Sun) (11:59 pm)	June 28 (Sun) (11:59 pm)	June 28 (Sun) (11:59 pm)	July 5 (Sun) (11:59 pm)	Aug 2 (Sun) (11:59 pm)
Withdrawal Period at Summer Office (no refund)	June 29 – July 10 (8:00-4:00)	June 29 – July 17 (8:00-4:00)	June 29 – July 24 (8:00-4:00)	July 6 – July 31 (8:00-4:00)	August 3 – August 14 (8:00-4:00)
Note that during Summer Session there is no auditing of classes, no "Add by Petition" and no "Administrative Drop by Instructor". Failure to attend class does not constitute a "Drop". All deadlines are final.					

Instructor: Aviva Sinervo
Office: Social Sciences 1, Room 410
Office hours: Tuesdays 10:00am-noon
 and by appointment
Contact: asinervo@ucsc.edu

Lecture information:
 Tuesdays & Thursdays
 1:00-4:30pm
 Social Sciences 1, Room 149

Anthropology 145X
Special Topics in Cultural Anthropology

ANTHROPOLOGY OF CHILDREN AND CHILDHOODS

This course focuses on the themes of children and childhood from an anthropological perspective. While many disciplines such as psychology, sociology, and education have long paid attention to children's issues and children as research subjects, anthropology's interest has been sporadic and has only recently begun to converge into what can be considered a new sub-field. This course will explore what anthropology offers in terms of a unique disciplinary approach to the study of childhood. Through readings, lectures, and films, we will explore debates on methodology and subjecthood; ethnographic data on children playing, learning, and developing culture; the question of children's agency and rights to both protection and participation; children as producers, consumers, and vendors; and children as representing a diversity of world experiences stemming from gender, race, class, nationality, and ethnicity.

We will pay particular attention to children as "subjects": both in the sense that children become targets of violence, international aid, and debates on morality, innocence, and nationalism, as well as in the sense that children are active and agentive subjects who construct and influence these themes and many others. Childhood is both a discursive (often essentialized) category—deployed to achieve specific means and ends—and a specific (developmental, emotional, cultural, social, experienced) state of being. In this

course, we will draw from a variety of perspectives in order to historicize and theorize the study of childhood. However, our primary focus will be on recent anthropological work, which will allow us a glimpse into the different methodological and theoretical issues that arise when working with children, while also encouraging our exploration of childhood cross-culturally, in a number of geographic areas.

In addition to lectures, a portion of each class will be devoted to group discussion where students are encouraged to engage with the course readings. Evaluation will be based on the student's participation in these discussions, as well as two exams, and a series of four writing assignments.

Course Policies and Academic Ethics:

Attendance and Punctuality: Students are expected to come to all lectures on time. Your lateness disturbs your peers. Please turn off cell phones and any other electronic devices. If you miss lecture, it is your responsibility to catch up on missed work. You are encouraged to exchange contact information with a classmate.

Preparedness and Participation: All readings should be completed by the date they will be discussed. Attendance is not a substitute for doing the reading assignments; we will not spend time in class summarizing the readings. Lecture will include time for questions and group discussion: please come to class prepared to discuss what you have read, to ask questions, and to engage with the material, your instructor, and your peers. Participation in lecture discussions is mandatory. If you are uncomfortable speaking in class, please talk to the instructor for tips and strategies to help you. Controversial issues will arise, so please remember to respect the comments of everyone. Also, please keep in mind that everyone has an equal opportunity and right to speak. This requires us to be sensitive to differing styles of engagement; creating an environment of mutual respect is a top communal priority.

Academic Conduct: All assignments/exams must be completed in order to pass the class. Assignments should be submitted at the beginning of class, on the date due, by signing-in your assignment with the instructor. Late assignments, and assignments submitted electronically, will not be accepted! If you submit an assignment at the end of class, you will be docked 10%. Academic dishonesty will also not be tolerated. All sources must be cited properly; plagiarism will result in a fail for the assignment, and possible removal from the course. Please review university policies on academic integrity (www.ucsc.edu/academics/academic_integrity/undergraduate_students/resources.html) and when in doubt, ask!

Contact: E-mail is the best way to reach your instructor. Please put "ANTH 145X" in the subject line of your message. E-mails will be returned within 48 hours. Another option is to meet with the instructor during scheduled office hours. Please feel free to drop in during these times, although making appointments in advance is appreciated. It is always to your advantage to make use of your instructor as a resource for this course and for university in general, and you are encouraged to meet with your instructor outside of class at least once during the session.

Evaluation:

REMINDER: All assignments/exams must be completed to pass the class. Assignments are due to the instructor at the beginning of class. Students must sign-in their assignments. Assignments submitted at the end of class will be docked by 10%. No late assignments accepted. Electronic submission is also not permitted.

Criteria	Percent of final grade	Due date
Two Reading Responses	10% (5% each)	Any two lectures
Paper Abstract	15%	Lecture 4 (July 2)
Take-home Midterm Exam	20%	Lecture 6 (July 9)
Final Paper	25%	Lecture 9 (July 21)
In-class Final Exam	20%	Lecture 10 (July 23)
Attendance/Participation	10%	N/A

Reading Responses (1-2 pages)

Students will submit two separate reading responses, due in any lecture of your choice (excluding Lecture 1 and 10). Each response should reflect critically on the themes raised in a chosen course reading. The submission date must correspond to the date that the reading will be discussed in class. For example, if you want to submit during Lecture 3, your response must engage one of the readings for Lecture 3. It is not permitted to submit more than one response per lecture. Students are encouraged to plan ahead so that they are not waiting until the last possible lecture to submit.

In your response, please identify and reflect upon the author's main argument, methods, and use of data. Feel free to compare the reading to other readings and themes that we have discussed during past classes. Discuss the strengths and weaknesses of the reading, and how the author is contributing to the study of children and childhood through his/her work. While some critical summary of the reading will be necessary at the beginning of your response, keep in mind that this is a reflective analysis and that summary should not be your focus.

*Paper Abstract (approximately 300 words)***Due at the beginning of Lecture 4 (July 2)**

The major writing assignment for this class is a research paper based upon a student-chosen theme that relates to the Anthropology of Children and Childhoods. Students are required to submit a paper abstract on their theme part-way through the course (in Lecture 4). The abstract should outline the theme for investigation and the potential research questions that the student would like to engage with. Additionally, the abstract should cite at least two articles that the student plans to use for their paper. One of these articles can be from the list of course readings, but at least one other needs to be based on external library research. Students are encouraged to dialogue with the instructor about possible themes before submission of their abstract. An example abstract will be circulated in class the week prior to the due date.

*Final Paper (6-8 pages)***Due at the beginning of Lecture 9 (July 21)**

Students will write a research paper drawing on library research, and based upon a student-chosen theme (previously cleared with the instructor through the Paper Abstract assignment). In the paper, the student will argue an original thesis using corresponding literary evidence. A minimum of 5 sources must be cited in this paper, at least 3 of them based on readings that are not on the course list. Students are not required to cite class readings, but are encouraged to build upon what they have already learned in class, augmenting this knowledge with their own external research. Additional guidelines, and ideas for paper topics, will be circulated in class during Lecture 2.

Midterm and Final Exams

The midterm will be a take-home exam. Students will be required to answer two (out of a choice of three) essay questions, drawing on lectures, readings, and class discussions. Each essay must use a minimum of 3 different course readings. Further instructions, along with the questions, will be distributed during Lecture 5 (July 7), and the completed exam will be due at the beginning of Lecture 6 (July 9). We will discuss strategies for preparing for the midterm in class.

The in-class final exam will be scheduled for 2 hours during the last lecture period (July 23). It will consist of short answer replies, and a choice of two essays (out of three options).

Course Texts:

Course pack of selected readings (*available on ERES, or at campus bookstore?*)

Filmography:

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| 1. Born Into Brothels | DVD3046 |
| 2. From the Ikpeng Children to the World | |
| 3. Living Rights | |
| 4. Promises | DVD2913 |
| 5. Mickey Mouse Monopoly | VT7979 |
| 6. No Time for Play: Working Children in Nicaragua | |

Lecture and Readings Schedule:**WEEK 1****Lecture 1 (June 23) Introduction to the Study of Children and Childhood**

Overview of the course; Interdisciplinary approaches, Anthropology's contributions, Theorizing childhood, History of childhood (as area of study and as theme), The child as subject, Changing perspectives on the roles of children

Bluebond-Langner, Myra and Jill E. Korbin

2007 Challenges and Opportunities in the Anthropology of Childhoods: An Introduction to "Children, Childhoods, and Childhood Studies". *American Anthropologist* 109(2): 241-246.

Hirschfeld, Lawrence A.

2002 Why Don't Anthropologists Like Children? *American Anthropologist* 104: 611-627.

Stephens, Sharon

1998 Challenges of Developing an Ethnography of Children and Childhood. *American Anthropologist* 100(2): 530-1.

Lecture 2 (June 25) Children as "Subjects"

Questions of methodology, The debate on children's agency, Childhood as discursive category and children as actors

Possible film: Born Into Brothels

Hecht, Tobias, ed.

2002 *Minor Omissions: Children in Latin American History and Society*. Madison: University of Wisconsin Press. (Insert page numbers)

James, Allison

2007 Giving Voice to Children's Voices: Practices and Problems, Pitfalls and Potentials. *American Anthropologist* 109(2): 261-272.

James, Allison and Adrian L. James

2004 *Constructing Childhood: Theory, Policy and Social Practice*. New York: Palgrave Macmillan. Pp. 10-47.

Roberts, Helen

2000 Listening to Children: and Hearing Them. In *Research with Children: Perspectives and Practices*. Pia Christensen and Allison James, eds. New York: Falmer Press. Pp. 225-240.

WEEK 2**Lecture 3 (June 30) Children Learning and Playing**

Socialization and acculturation and development, Studies of childhood as a life phase, Children at play, Education, Culture of infancy and child-rearing

Bolin, Inge

2006 *Growing Up in a Culture of Respect: Child Rearing in Highland Peru*. Austin, TX: University of Texas Press. (insert page numbers)

Gottlieb, Alma

2004 *The Afterlife is Where We Come From*. Chicago: University of Chicago Press. Chapter 2: Do Babies Have Culture? Explorations in the Anthropology of Infancy. (insert page numbers)

Opie, Iona

1993 *The People in the Playground*. New York: Oxford University Press. (insert page numbers)

Schieffelin, Bambi

1990 *The Give and Take of Everyday Life: Language Socialization of Kaluli Children*. New York: Cambridge University Press. (insert page numbers)

Lecture 4 (July 2) Children's Culture/Identities

*Paper Abstract due today

Cross-cultural perspectives on childhood, Children's construction of culture, Identity formation, Cultural stereotypes, Children's life experiences

Possible film: From the Ikpeng Children to the World

James, Allison

1993 *Childhood Identities: Self and Social relationships in the Experience of the Child*. Edinburgh: Edinburgh University Press. (insert page numbers)

Klein, Stephen

1998 *The Making of Children's Culture*. In *The Children's Culture Reader*. Henry Jenkins, ed. New York: New York University Press. Pp. 95-109.

Lancy, David F.

2008 *The Anthropology of Childhood: Cherubs, Chattel, Changelings*. Cambridge: Cambridge University Press. (insert page numbers)

WEEK 3**Lecture 5 (July 7) Children's Rights**

UN Convention on Children's Rights, Rights discourses in practice and advocacy, Universal versus local perspectives, Created tensions (between parents and children, between families and communities, between states and international donors), Evolution of rights discourses and proposed next steps

Possible film: Living Rights

Archard, David

2004 *Children: Rights and Childhood*. New York: Routledge. Pp. 53-84, 112-124.

Black, Maggie

1996 *Children First: The Story of UNICEF, Past and Present*. New York: Oxford University Press. (insert page numbers)

Franklin, Bob, ed.

1986 *The Rights of Children*. Oxford: Basil Blackwell. (insert page numbers)

Nieuwenhuys, Olga

2001 By the Sweat of Their Brow? 'Street Children', NGOs and Children's Rights in Addis Ababa. *Africa: Journal of the International African Institute* 71 (4): 539-57.

Lecture 6 (July 9) Divergent Childhoods: Gender and Race

*Take-home Midterm Exam due today

Ageism as assumption, Experiences of gender and race, Equality and opportunity, Gender selection, Abortion and infanticide and abandonment, Adoption

Karsten, Lia

2003 Children's Use of Public Space: The Gendered World of the Playground. *Childhood* 10(4): 457-473.

Lareau, Annette

2003 *Unequal Childhoods: Class, Race, and Family Life*. Berkeley: University of California Press. Pp. 233-258.

Thorne, Barrie

1993 *Gender Play: Girls and Boys in School*. New Brunswick, NJ: Rutgers University Press. Pp. 89-110.

WEEK 4**Lecture 7 (July 14) The Politics of Children and Childhood**

Children as citizens, Children and the state, Children's rights in nationalist discourse, War and violence, Children's experiences of migration

Possible film: Promises

Cheney, Kristen E.

2007 *Pillars of the Nation: Child Citizens and Ugandan National Development*. Chicago: University of Chicago Press. Pp. 125-141.

Leinaweaver, Jessaca B.

2007 On Moving Children: The Social Implications of Andean Child Circulation. *American Ethnologist* 34(1): 163-180.

Olujic, Maria B.

1998 Children in Extremely Difficult Circumstances: War and Its Aftermath in Croatia. In *Small Wars: The Cultural Politics of Childhood*. Nancy Scheper-Hughes and Carolyn Sargent, eds. Berkeley: University of California Press. Pp. 318-330.

Lecture 8 (July 16) Capitalism and Childhood

Children as consumers, Innocence, Loss of childhood, Globalization

Possible film: Mickey Mouse Monopoly

Chin, Elizabeth

2001 Feminist Theory and the Ethnography of Children's Worlds: Barbie in New Haven, Connecticut. In *Children and Anthropology: Perspectives for the 21st Century*. Helen B. Schwartzman, ed. Westport, Connecticut: Bergin and Garvey. Pp. 129-148.

Malkki, Lisa, and Emily Martin

2003 Children and the Gendered Politics of Globalization: In Remembrance of Sharon Stephens. *American Ethnologist* 30(2): 216-224.

Stephens, Sharon

1995 Children and the Politics of Culture in "Late Capitalism". In *Children and the Politics of Culture*. Sharon Stephens, ed. Princeton, NJ: Princeton University Press. Pp. 3-50.

WEEK 5**Lecture 9 (July 21) Children as/at Risk**

*Final Paper due today

*Children experiencing abuse, Children in the streets (crime, labor), Children as sympathetic subjects (charity, international aid), Children's health**Possible film: No Time for Play: Working Children in Nicaragua*

Bornstein, Erica

2001 Child Sponsorship, Evangelism, and Belonging in the Work of World Vision Zimbabwe. *American Ethnologist* 28(3): 595-622.

Hecht, Tobias

1998 *At Home in the Street: Street Children of Northeast Brazil*. New York: Cambridge University Press. Pp. 41-69.

Korbin, Jill E.

2003 Children, Childhoods, and Violence. *Annual Review of Anthropology* 32: 431-46.

Nieuwenhuys, Olga

1996 The Paradox of Child Labor and Anthropology. *Annual Review of Anthropology* 25: 237-251.**Lecture 10 (July 23) Anthropology and Children: An Emerging Subfield**

*In-class Final Exam today

Conclusions and new directions

Prout, Alan

2005 *The Future of Childhood: Towards the Interdisciplinary Study of Children*. London and New York: Routledge Falmer. (insert page numbers)