

Fall 2013

## Ant 4930 Anthropology of Childhood

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# Anthropology of Childhood

Friday 9:30am - 12:20 pm Fall 2013 ANT 4930-008



**Instructor:** Dr. Rebecca Zarger

Office: SOC 156C Office Hours: Thursdays 1:30 p.m. – 3:30 p.m. and by appointment

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## Course Description

This course is an exploration of the emerging subfield of anthropology and childhood, engaging with literature on children, childhoods, and youth around the globe. During the course you will have the opportunity to carry out independent field research projects, read a wide variety of perspectives on anthropology and childhood, and think critically and reflexively about your own childhood experiences. We will begin by understanding how anthropologists have approached the study of children and childhood from the beginning of the discipline up to the present. You will then be asked to critically evaluate the ways childrearing practices and the lived experiences of children and youth currently intersect with global and local processes such as unequal access to resources, violence, child rights, globalization, and environmental change among other topics.

As a way to learn about the experiences of children and youth firsthand and apply what we discuss in the classroom to your own city, you will also have the opportunity to engage in service learning activities throughout the semester with a community partner, which will serve as your “field site” for the semester. You will provide the instructor and the community partner with a final research report about your experiences working with children and youth. The service learning field project is completed throughout the semester in components that will be compiled at the end of the term and presented to the class and community partners. You will work with your project team (4-5 students each), community partner and the instructor to determine the focus of your research for the semester.

## Learning Outcomes

After taking this course, students will:

- Describe how anthropologists have approached the study of children and childhood from the beginning of the discipline up to the present.
- Analyze and critically evaluate the ways childrearing practices and the lived experiences of children and youth currently intersect with global and local processes.

- Display in-depth knowledge of the experiences of children and youth globally and locally.
- Thoughtfully apply classroom reading assignments, activities, and discussion in the classroom to their own city through service learning activities throughout the semester with a community partner.
- Design and implement engaged research with children and youth
- Analyze and synthesize their engaged research experience and service learning activities into a final report submitted to the instructor and the community partner
- Explain and assess current topics and concerns in the rapidly growing field of anthropology of children, childhood and youth.



### **Required Texts**

Cheney, Kristen E. 2007. *Pillars of the Nation: Child Citizens and Ugandan National Development*. Chicago: University of Chicago Press. ISBN: 9780226102481

USF library e-book link:

<http://search.ebscohost.com.ezproxy.lib.usf.edu/login.aspx?direct=true&db=nlebk&AN=260086&site=ehost-live>

Chin, Elizabeth. 2001. *Purchasing Power: Black Kids and American Consumer Culture*. University of Minnesota Press. ISBN: 0816635110

USF library e-book link:

<http://usf.ebib.com/patron/FullRecord.aspx?p=310534>

Hecht, Tobias. 1998. *At Home in the Street: Street children of Northeast Brazil*. Cambridge, UK: Cambridge University Press. ISBN: 9780521598699

Not available as an e-book, but on reserve at USF library

### **Recommended Texts:**

Tobin, Joseph, Yeh Hsueh, and Mayumi Karasawa. 2009 (revised edition). *Preschool in Three Cultures Revisited: China, Japan, and the United States*. University of Chicago Press ISBN: 978-0226805047. This book is available from the USF library as an eBook (free to USF students). <http://ezproxy.lib.usf.edu/login?url=https://search-ebscohost-com.ezproxy.lib.usf.edu/login.aspx?direct=true&db=cat00847a&AN=usflc.021648725&site=eds-live>

Goodyear-Ka'opua, Noelani. 2013. *The Seeds We Planted: Portraits of a Native Hawaiian Charter School*. University of Minnesota Press. ISBN 978-0-8166-8048-1

USF library e-book link:

All other assigned readings will be available as pdf files and links in Blackboard.

## **Grading**

### **How to do well in this course:**

You will participate in a variety of activities throughout this course that will determine your grade including exams, written assignments, online quizzes, discussions, in-class assignments, and projects. In order to do well in this course, you should focus on understanding key concepts, knowing specific case examples, and applying that information using critical thinking. The best way to accomplish this is: come to class, do the reading assignments beforehand, and be engaged! Don't wait until right before the exams to read everything, it's much easier to grasp the material and you will be better prepared to participate in class discussions if you keep up with the syllabus.

### **Exams (40%)**

Two exams are worth 40% of your final grade (20% each). Exams will be short-answer and essay in format, reflecting the material of the course.

### **Service Learning Field Assignments and Reports (40%)**

You will participate in several field assignments during the semester. You will work individually or with your research team depending on the assignment. The schedule for the assignments is included below. You will be assigned to work with one community partner during the semester to complete each assignment and assist a **minimum of 15 hours on-site**, which will be reflected in your participation grade. Each writing assignment includes reflexive writing about your experiences while in the field as you carry out your interviews and observations. You will be asked to relate these experiences to the assigned readings and reflect on differences between the experiences of children and youth in the U.S. as opposed to those living in other areas of the world. These will be compiled into a final report at the end of the term, along with final reflections about your experience as a participant in a service learning project. The report will be presented to the class and community partners.

### **Class Participation (10%)**

You are expected to come to each class meeting and be ready to learn and interact with other students and the instructor. You will not do well in this course if you continually miss classes. Your participation grade will be comprised of how well prepared you are for class, your participation in class discussions and assignments you complete during class time. I record a grade based on your participation for each class meeting, which is averaged at the end of the term. The assignments will be completed either at the beginning, middle, or end of class throughout the term. They may consist of written discussion questions, group work, or film responses.

### **Service Learning Fieldwork Participation (10%)**

You are required to complete certain number of service learning hours with our community partners during the semester. As you work on the research assignments, you are required to complete a **minimum of 15 hours** assisting with activities with our community partners during the semester. These will be logged and tracked by our partners and the graduate assistant assigned to this course.

Final grades are assigned based on the following scale: Final grades are assigned based on the following scale: A = 93-100, A- = 90-92, B+ = 88-89, B = 83-87, B- = 80-82, C+ = 78-79, C = 73-77, C- = 70-72, D+ = 68-69, D = 63-67, D- = 60-62, F = <60. Please note that S/U contracts must be signed no later than one week after the last day to add classes. An A, B, or C is considered an "S" grade, while a D or F is considered a "U" grade. Anthropology majors may not take the course on an S/U basis.

## **Course Policies**

All assignments, quizzes, and exams cannot be made-up without documentation of a medical or disability-related condition, religious observance, or a university-sponsored athletic event. Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second class meeting.

**Academic dishonesty** in any form will not be tolerated in this course or in our department. Penalties for academic dishonesty (including cheating and plagiarism) may include: assignment of an "F" or a numerical value of zero on the assignment, quiz, exam, etc.; assignment of an "F" or an "FF" grade (the latter indicating academic dishonesty) in the course; and/or suspension or expulsion from the University. The University of South Florida has an account with an automated plagiarism detection service which allows instructors to submit student assignments to be checked for plagiarism. I reserve the right to submit assignments to this

detection service or to require students to submit papers to the service. Assignments are compared automatically with a huge database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student's paper was plagiarized. Also see <http://www.ugs.usf.edu/catalogs/0809/adadap.htm#plagiarism>.

**Respectful behavior in the classroom is required.** Respect your professor and fellow classmates when they are asking questions or speaking to the class. Be open to others with different experiences and opinions, as well as to the cultures and lifeways we are studying. Be prompt for class meetings and do not interrupt the class by leaving unless it is an emergency.

**Turn off your cell phones** and put them away before coming to class. **If you have your cell phone, blackberry, ipod etc. out during class, I will take it away and return it to you at the end of class.** Text messaging, checking your voicemail, reading newspapers, playing solitaire on your laptop, etc. is not appropriate in class and distracts you and other students from creating a positive learning environment. **If you disrupt the class you will be asked to leave.**

**Students with disabilities** should consult with me privately as soon as possible. If accommodations are needed, a letter from Students with Disabilities Services (SVC1133) will be required. Students in need of academic accommodations for a disability may consult with Students with Disabilities Services to arrange appropriate accommodations. Students are required to give reasonable notice prior to requesting an accommodation. Please inform me if there is a need for an alternate format for documents or a note-taker. Course notes and recordings *are not* permitted for sale. No audio or video recordings will be allowed without prior written consent of the instructor.

In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Blackboard, Canvas, Elluminate, Skype, and email messaging and/or an alternate schedule. It's the responsibility of the student to monitor the course site for each class for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information.

### **Submitting Assignments**

All assignments should be **stapled, paper copies** turned in at the beginning of class on the day they are due. Please do **not** email assignments to the Instructor without prior approval or in case of an excusable medical emergency. Late assignments will not be accepted. Detailed descriptions of each assignment will be posted on Blackboard well before the due date. You will be able to work ahead if you choose to do so. Assignments will be short papers reporting on your field experiences and include space for reflection. The assignments will build on each other, and you will compile them as a portion of your final report, which is due the day you present your research.

# How Toys Are Marketed



Images on the left are from a 1976 Argos catalogue, and on the right are images found on the Argos website today (created by LetToysBeToys.org)



## Course Schedule

All required readings are indicated below. Those not from the three required texts are available on Blackboard. This schedule is subject to change as necessary by the instructor.

Date	Week	Topics and Assignments	Readings
8/30	1	Introduction	
9/6	2	Children and anthropology: why don't anthropologists like children?	Montgomery 2009 Ch 1 LeVine 2007 Hirschfeld 2002 Mead 1928
9/13	3	Theorizing children and childhood	Bluebond-Langer and Korbin 2007 Montgomery 2009 Ch 2 Christensen 2004 James 2007
9/20	4	Infancy: beginning childhood	Gottlieb 2004 Ch 1 & 2 required; choose Ch 4 OR 7 DeLoache and Gottlieb 2000 Ch 1 "Parental ethnotheories" "Finnish babies sleep in cardboard box" <b>Research Plan Due</b>
9/27	5	Growing up: preschool in three cultures	Tobin et al. 2009 (e-book in USF library) read: ch 1 all; ch 2: pp 22-30, 43-50, 54-64; ch 3: pp 95-106, 122-126; ch 4: 157-175; ch 5: all <b>Child Care Guide Due</b>

10/4	6	Learning to Play Learning to Work	Montgomery 2009 Ch 5 Lancy 2008 Ch 7 Kamei 2005 <b>Field Assignment 1: Unstructured observation due</b>
10/11	7	Children and nature Youth gardens	<b>EXAM ONE (IN CLASS)</b> Louv 2006 Sands 2004 Zarger 2008
10/18	8	Learning the environment Indigenous education	Zarger 2011 Baines and Zarger 2012 <i>The Seeds We Planted</i> pp. 39-45, Ch 3, Ch 4 <b>Field Assignment 2: Systematic observation due</b>
10/25	9	Vulnerable children: Street children	Hecht 1998 Introduction, Ch 1-7
11/1	10	Politics of childhood: race, gender, ethnicity, & class	Lareau 2003 Ch 2, 3, 4 Scheper-Hughes and Sargent 1998 Rosen 2007 <b>Field Assignment 3: Children's drawing interview due</b>
11/8	11	Children, consumption and the media	Chin 2001 Ch. 1-6, conclusion
11/15	12	Child Rights and Economic Development in a Globalized World	UN Declaration on the Rights of the Child Cheney 2007 Intro., Ch 1-7 <b>Field Assignment 4: Group interview assignment due</b>
11/22	13	Children's agency, children's voices Re-evaluating anthropology of childhood	<b>EXAM TWO (IN CLASS)</b> Discussion of presentations to service learning partners
11/29	14	THANKSGIVING	No class
12/6	15	Presentations	<b>Final presentations</b>
12/11	16	<b>Final Reports Due</b>	<b>Wed. Dec. 11 by 5pm</b>

## Assignments and Field Research Project Schedule

Due Date	Assignment	Percentage of Final Grade
9/20	Submit 250-word summary (1 page double-spaced maximum) of your research plan.	5%
9/27	Childcare guide due	5%
10/4	Field Assignment 1: Unstructured observation due	5%
10/18	Field Assignment 2: Systematic observation due	5%
11/1	Field Assignment 3: Children's drawing interview due	5%
11/15	Field Assignment 4: Group interview due	5%
12/6	Presentations	5%
12/11	Final Report by 5pm	5%

### Submitting Assignments

All assignments should be **stapled, paper copies** turned in at the beginning of class on the day they are due. Please do **not** email assignments to the Instructor without prior approval or in case of an excusable medical emergency. Late assignments will not be accepted. Detailed descriptions of each assignment will be posted on Blackboard well before the due date. You will be able to work ahead if you choose to do so. Assignments will be short papers reporting on your field experiences and include space for reflection. The assignments will build on each other, and you will compile them as a portion of your final report, which is due the day you present

your research.

### **Brief Descriptions of Field Assignments**

Individual requirements for field assignments will differ, so check Blackboard for detailed information about each one! The written portion of each assignment will be between 3-5 pages, but will vary so check the details carefully before turning in your assignments. You will have time during class to meet with your peers and mentors to discuss your progress and exchange ideas.

- You will informally observe children and youth at your service learning field site, unobtrusively noting interactions, exchanges, and activities.
- You will work children and youth at your service learning field site and systematically record their behavior and activities.
- You will carry out an interview with a child/youth and ask them to draw a picture for you related to your research focus. I will provide a list of questions (interview guide) for you ask the individual about their drawing and then you will write up the results. You will also ask them to ask an elder in their lives about the topic you discuss.
- You will have a group interview discussion with children and youth.
- You will compile your assignments into a final report, include relevant literature, and write up a reflection and conclusion.
- You will present your field research experiences to the class and community partners.

### **Course Bibliography Available on Canvas**