

College of Charleston
ANTH-319-002
Anthropology of Childhood
Fall 2009
Three (3) Credits

Meeting Time and Place	TR 1:40 – 2:55 ECTR 113
Instructor	Dr. Christine Finnan
Office Hours:	Mondays 1:00 – 3:00 PM, Tuesdays 9:00 – 11:00 AM
Office Location:	311 – 86 Wentworth (School of Education, Health & Human Performance)
Phones Email	Office: 953-4826 Cell: 906-4708 finnanc@cofc.edu
Course Description:	<p>This course provides an anthropological view of childhood, calling into question many of our assumptions about what is “natural” or “normal” for infants, children, and adolescents. These questions about childhood are viewed holistically, examining cultural, social, historical, political, economic, biological, and environmental influences on children’s lives, as well as cross-culturally, drawing from descriptions of children in the United States and internationally.</p> <p>Children are seen as active agents in creating their own experience of the world, whether in contexts dominated by adults, such as the home, school, community or workplace, or in contexts in which children can create their own “culture of childhood” through play and interaction with each other on the playground, in the streets, or backyards. Students explore childhood through ethnographic literature, documentary films, direct experience working with children, and examination of literature, films, and games produced for children.</p> <p>Prerequisite: ANTH101, or permission of the instructor.</p>
Course Text and Materials	<p>Lancy, David F. 2008. <i>The Anthropology of Childhood: Cherubs, Chattel, Changelings</i>. Cambridge: University of Cambridge Press.</p> <p>Boocock, Sarane S. & Scott, Kimberly A. (2005). <i>Kids in Context: The Sociological Study of Children and Childhoods</i>. Lanham MD: Rowman & Littlefield</p> <p>Additional readings available through e-reserve</p>
Course Objectives	<ol style="list-style-type: none"> 1. Examine childhood as a cultural construct 2. Call into question the assumption that there are “normal” or “natural” attributes, processes, or activities associated with childhood 3. Examine the influence of culture on the development of humans from conception to adulthood 4. Appreciate children as active agents in their life experience 5. Develop awareness of issues that warrant advocacy
Description and Weighting of Projects and Assignments	<p>Research Paper: Students will select a topic of personal interest and conduct an extensive review of literature and provide a synthesis and analysis of the data. Depending on student interest and the topic, actual data collection with children or their caregivers may be included. A list of potential topics will be presented; papers are developed throughout the semester.</p>

	<p>Tests: Tests on readings, class discussions, and films will be administered three times during the semester.</p> <p>Quizzes: Unannounced quizzes based on readings will occur throughout the semester. These cannot be made up. The lowest grade will be dropped.</p> <p>Discussion Facilitation: Pairs of students will take on the role of discussion leaders to stimulate discussion of readings. Students are encouraged to experiment with innovative strategies to encourage critical thinking and creative thought.</p> <p>Final exam: The final exam provides an opportunity to reflect on the concluding chapters of both textbooks in light of class discussions.</p> <p>Participation: Participation includes attendance, timely completion of homework assignments, and active participation in discussions</p> <p>Grade Weighting:</p> <table border="0"> <thead> <tr> <th></th> <th style="text-align: right;">Points</th> <th style="text-align: right;">Percentage</th> </tr> </thead> <tbody> <tr> <td>Research paper</td> <td style="text-align: right;">300</td> <td style="text-align: right;">30%</td> </tr> <tr> <td> Project proposal</td> <td></td> <td></td> </tr> <tr> <td> Annotated bibliography 75</td> <td></td> <td></td> </tr> <tr> <td> Detailed outline</td> <td></td> <td></td> </tr> <tr> <td> Completed paper 150</td> <td></td> <td></td> </tr> <tr> <td> Presentation to class 75</td> <td></td> <td></td> </tr> <tr> <td>Tests (2 @ 75, 1 @ 150)</td> <td style="text-align: right;">300</td> <td style="text-align: right;">30%</td> </tr> <tr> <td>Quizzes (5 @ 20)</td> <td style="text-align: right;">100</td> <td style="text-align: right;">10%</td> </tr> <tr> <td>Discussion Facilitation</td> <td style="text-align: right;">50</td> <td style="text-align: right;">5%</td> </tr> <tr> <td>Final Exam</td> <td style="text-align: right;">150</td> <td style="text-align: right;">15%</td> </tr> <tr> <td>Participation</td> <td style="text-align: right;">100</td> <td style="text-align: right;">10%</td> </tr> <tr> <td>TOTAL</td> <td style="text-align: right;">1,000</td> <td style="text-align: right;">100%</td> </tr> </tbody> </table>		Points	Percentage	Research paper	300	30%	Project proposal			Annotated bibliography 75			Detailed outline			Completed paper 150			Presentation to class 75			Tests (2 @ 75, 1 @ 150)	300	30%	Quizzes (5 @ 20)	100	10%	Discussion Facilitation	50	5%	Final Exam	150	15%	Participation	100	10%	TOTAL	1,000	100%
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<p>Special Considerations/Agreements</p>	<ol style="list-style-type: none"> 1. The instructor reserves the right to make changes to the syllabus but not add new graded assignments. 2. As a class we will develop an agreement about appropriate behavior of students and instructor. This agreement will be revisited throughout the semester. 3. Assignments will be submitted via Web CT by 11:59 PM on the due date. Arrangements will be made between the student and instructor for submitting projects that cannot be submitted via Web CT.
<p>Course Policies and Procedures</p>	<p><u>Attendance:</u> Class attendance and punctuality are expected professional behaviors. Students are responsible for all content and assignments for each class. If, for medical or serious personal reasons, you will miss more than four classes, the instructor should be informed of the reasons. A student may receive a “WA/F” for excessive absences, (i.e., more than 15% (5.25 hours/4 classes) of the scheduled classes).</p> <p><u>Class Participation:</u> Students are expected to read the texts and all assigned materials before class and be prepared to participate in class discussions. Assessment activities (papers and exams) will require responses based on the readings, class discussions and personal experiences.</p> <p><u>Due Dates:</u> Due dates for course assignments and exams are listed in the syllabus. Any changes will be announced in class. If, for medical or serious personal reasons an assignment is late, the instructor(s) should be informed of the reasons. Otherwise, all late course assignments will receive a 5-point deduction each day the assignment is late (up to 50% of assignment points).</p> <p><u>Papers:</u> Papers will be word-processed using the style of the Chicago Manual of Style as modified by the American Anthropological Association (available on Web CT) or (http://www.aaanet.org/publications/style_guide.pdf). You may obtain a guide from The Writing Lab Room 216 Education Center. People more comfortable with APA may use APA format.</p> <p><u>Honor Code and Academic Integrity:</u> Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.</p> <p>Incidents where the instructor determines the student’s actions are clearly related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed by both the instructor and the student will be forwarded to the Dean of Students and placed in the student’s file.</p> <p>Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will</p>

	<p>appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.</p> <p>Students should be aware that unauthorized collaboration--working together without permission-- is a form of cheating. Unless the instructor specifies that students can work together on an assignment and/or test, no collaboration is permitted. Other forms of cheating include possessing or using an unauthorized study aid (such as a PDA), copying from others’ exams, fabricating data, and giving unauthorized assistance.</p> <p>Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.</p> <p>Students can find the complete Honor Code and all related processes in the <i>Student Handbook</i> at http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html.</p> <p><u>ADA Accommodations:</u> In compliance with the Americans with Disabilities Act (ADA), all qualified students are entitled to “reasonable accommodations.” Any students requiring accommodations should contact the Center for Disability Services (953-1431) and provide me with documentation of needed accommodation by 1st week of class.</p>
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Calendar

Week	Date	Focus	Reading	Assignment & Activities
One	8/25	Overview of class and reflection on the concept of childhood		Course overview Classroom pact Revisiting our childhood Homework: Ask one or two people to revisit childhood
	8/27	Key themes and issues	Lancy Ch. 1 (pp.1-7 – skim rest) B&S Chs 1	Identification of key themes and issues from reading and personal experience Brainstorm ideas for research paper
Marriage and Family Creation				
Two	9/1	Marriage and creation of children	Lancy Ch 2 pp. 24-36	Videos on marriage ceremonies Discussion of reading Homework: Ask family or friends for superstitions or folk beliefs related to pregnancy (e.g., food, activity, determining gender, taboos)
	9/3	Pregnancy and childbirth	Lancy pp. 37- 48	Discussion of readings and superstitions
Three	9/8	Infancy: Creating Family	Lancy pp. 49 – 75 B & S Ch 4 (pp. 51-72)	Project idea due Develop observation guide for visit to ECDC
	9/10	No class		Visit ECDC

Four	9/15	Worth of children	Lancy Ch 3 (76 – 99)	
	9/17	Toddlers: Making Room for Others	Lancy Ch. 4	Video: Bateson & Mead “Childhood Rivalry in Bali and New Guinea”
Five	9/22	ECDC visit revisited	Tobin (e- reserve)	
	9/24	test		Test on Stage 1
Middle childhood				
Six	9/29	Socialization: Within and beyond family	Lancy Ch 5 B & S Ch 5	
	10/2	Gender	B & S Ch 9	
Seven	10/6	Play and peer groups	Lancy Ch 6 B & S Ch 6 & 8	Annotated bibliography due
	10/8	P&PG continued		
Eight	10/13	Fall Break!		
	10/15	School: Formal Education	Lancy Ch 9 B & S Ch 7	
Nine	10/20	School from the eyes of children		
	10/22	Responsibilities and Irresponsibilities	Lancy Ch 7	Video “Consuming Kids”
Ten	10/27	R&I continued	B & S Ch 10	Detailed outline due
	10/29	Test		Test on Stage 2
Toward the end of childhood: Adolescence				
Eleven	11/3	Living in Limbo	Lancy Ch 8	
	11/5	Moving out of limbo		Videos: initiation rites
Twelve	11/10	Responsibility and Irresponsibility -- adolescents	Spindler & Spindler (e- reserve)	
	11/12	R&I continued	TBA	
Thirteen	11/17	Growing up too fast		Video “The Day My God Died”
	11/19	Children and war		Paper due
Fourteen	11/24	Test		Test on Stage 3
	11/26	Thanksgiving		
Fifteen	12/1	Project presentations		Presentations
	12/3	Project presentations		Presentations
Exam	12/10 12:00 – 3:00			

Research Paper

This is the major assignment in this class. You are expected to develop the paper throughout the course, with periodic status checks with me. I want you to select a topic of personal interest to explore in depth. I encourage you to be creative in selecting a topic, keeping in mind that I expect you to do in depth research on many facets of the topic. Most papers will involve extensive examination of the literature, relying primarily on books and scholarly journals and minimally on websites. You will be expected to synthesize and analyze the data presented in the literature. Some topics may call for you to actually collect your own data from children and/or adults. The paper will be developed in the following stages:

Project proposal: During the first week of class we will brainstorm potential topics for papers. We will work together to encourage each other to identify topics of interest to the whole class, but primarily consider a topic of personal interest. A one-page description of the paper focus and potential sources of data is due **September 8**. This is an ungraded assignment. It is best to frame your idea or topic in terms of a research question.

Annotated bibliography: An annotated bibliography provides an opportunity to summarize relevant literature. The annotated bibliography differs from an abstract in that you will focus on the aspects of the piece of literature that are relevant to your topic. A high quality bibliography has the following characteristics:

- Extensive listing of literature (at least eight articles or books)
- Sufficient summary of key points to see the value of the piece to your topic
- Proper citation style (see AAA style guide or APA)

The annotated bibliography is worth 75 points and should be submitted to Web CT by midnight **October 6**.

Detailed outline: I find that outlines help me organize both my thinking and the multiple sources of data I gather to make my key points. To encourage you to begin writing the paper with sufficient time to rethink and revise it, I want to see a detailed outline before you submit your complete paper. The outline should make clear the key points you will make in the paper and the supporting evidence you will use to make these points. You may want to refer back to your annotated bibliography (which I assume will be expanding as you continue to work on the paper). I recognize that your focus and organization of the paper may change between the outline and the paper. The outline is ungraded and is due on **October 27**. If the outline is late, points will be subtracted from the completed paper.

Completed paper: Your final paper should represent your best work. It will be graded on the following criteria:

- Development of a compelling issue, argument, or topic. My primary goal is for you to take your research question and develop a coherent response to it that is based on an extensive literature review and possibly some data collection of your own. You will be graded on how clearly you make your points and how well developed your argument is.
- Supporting evidence. I want to see that you have examined a wide range of relevant books and research articles and can use data reported in books and journals to make your point.
- Clarity and accuracy of writing and organization. I appreciate clear writing and logical organization. It's best for me if you can make your points in a way that doesn't leave me scratching my head. The discovery in this project is yours, not mine.
- Grammar and spelling. With spell check there is no excuse to misspell words. Some grammar pet peeves of mine:
 - Long paragraphs – each paragraph should make and support one point. Don't ramble.
 - Possessives – please use hyphens correctly (e.g., if one student has a ball, it's the student's; if two students have the ball, it's students')

- Avoid sentences like “a child likes their ice cream” since you really should say his or her ice cream and that’s awkward. When possible make the subject plural “children like their ice cream.”
- Proper format. Use the AAA Style Guide (see Web CT). It builds from the Chicago Manual of Style. Use this format for all citations within the body of the paper and for references. If APA is used in your field of study (e.g., education, psychology, communication) it is okay to use APA. Be sure to cite any statements or ideas that come from the literature you have reviewed. Failure to adequately cite works is a form of plagiarism.
- Adequacy of supporting literature. Be sure to include at least 10 references (at least eight of the 10 should be books or journals, not websites). Websites, especially Wikipedia can be in addition to your more scholarly citations.

The completed paper should be between 12 and 15 pages long (with references), double-spaced. It is worth 150 points and should be submitted to Web CT by midnight on **November 19**.

Presentation to class. Class sessions on December 1 and 3 are set aside for you to present your project to the class. These presentations should capture the essence of your project in a creative and thought-provoking manner. You can use any form of presentation EXCEPT for power point. We need to determine as a class how to be sure that everyone has equal time to showcase their project. The presentation is worth 75 points and will be evaluated by your classmates and me. We will develop the criteria as a class.

Possible areas of investigation:

- Alternative family structures
- Gender issues – areas in which boys and girls are treated differently
- Peer relations, structures, role in child development
- Child labor
- Child exploitation
- Organizations – sports, scouts
- Children as consumers of media
- Children as portrayed in the media
- Rites of passage within childhood
- Health issues
- Analysis of children’s literature
- Caregivers
- Father’s role (or mother’s)
- Gay and lesbian issues
- Children’s play
- Children’s contribution to the family
- Formal schooling
- Peer hierarchy

Paper Rubric

Criteria	Points possible	Points earned
Compelling issue, argument or topic	75	
Use of supporting evidence	25	
Clarity of writing and organization	15	
Grammar and spelling	10	
Proper format	10	
Adequacy of references	15	
TOTAL	150	