

**Important Summer Session 2009 Dates**

	<b>Session I</b>	<b>7-wk Sess</b>	<b>8-wk Sess</b>	<b>10-wk Sess</b>	<b>Session II</b>
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)
<b>Withdrawal Period at Summer Office (no refund)</b>	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  
 Natural Sciences Annex, Room 102

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. Students will give presentations and assist with discussion facilitation. We will also view films. 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. 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! 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 (see below link), and when in doubt, ask!  
[www.ucsc.edu/academics/academic\\_integrity/undergraduate\\_students/resources.html](http://www.ucsc.edu/academics/academic_integrity/undergraduate_students/resources.html)

**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. 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 (Presentation)	10%	Presentation dates to be assigned in lecture

*See Appendix 1 for Grading Scheme*

*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, or to submit a response on the reading you are presenting (see presentation guidelines below). 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. For an example, please see Appendix 2 below.

*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). An example abstract and further instructions 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). 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. 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)**. The in-class final exam will be scheduled for **2 hours during the last lecture period (July 23)**. We will discuss strategies for preparing for the exams in class.

*Presentations*

Students will be assigned a presentation date and reading during Lecture 1. For the presentation, students will work in pairs to offer a critical analysis of their assigned reading. This will include some preliminary summary, but the majority of the presentation should focus on drawing out central themes, connecting the reading to other readings, lectures, or films, and posing questions for class discussion. As with reading responses, student presentations should reflect upon the author's main argument, methods, and use of data; the argument's strengths and weaknesses; and how the author is contributing to the study of children and childhood. Each presentation should be approximately 10 minutes, and both students should contribute equally to preparation and oral presentation. Feel free to utilize media, such as PowerPoint, but let the instructor know in advance.

Course Texts:

Course pack of selected readings  
Available on ERES: [eres.ucsc.edu](http://eres.ucsc.edu)  
Password *childhoods*

Films:

- |  |         |
|--|---------|
| 1. The Up Series [7 Up, 7 Plus 7]        | DVD2418 |
| 2. Born Into Brothels                    | DVD3046 |
| 3. From the Ikpeng Children to the World | DVD7258 |
| 4. Mickey Mouse Monopoly                 | VT7979  |
| 5. Promises                              | DVD2913 |
| 6. Stolen Childhood                      | DVD2920 |

Lecture and Reading Schedule:**WEEK 1**Lecture 1 (June 23) **Introduction to the Study of Children and Childhoods***Film: 7 Up, 7 Plus 7*

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.Lecture 2 (June 25) **Children as "Subjects"***Film: Born Into Brothels*

Dean, Carolyn

2002 Sketches of Childhood: Children in Colonial Andean Art and Society. In *Minor Omissions: Children in Latin American History and Society*. Tobias Hecht, ed. Madison: University of Wisconsin Press. Pp. 21-51.

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.

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

*Presentation:* Group 1

Bolin, Inge

2006 *Growing Up in a Culture of Respect: Child Rearing in Highland Peru*. Austin, TX: University of Texas Press. Pp. 16-32.

Gottlieb, Alma

2004 *The Afterlife is Where We Come From*. Chicago: University of Chicago Press. Pp. 136-164, 220-235.

Schieffelin, Bambi

1990 *The Give and Take of Everyday Life: Language Socialization of Kaluli Children*. New York: Cambridge University Press. Pp. 136-182.

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

\*Paper Abstract due today

*Film:* From the Ikpeng Children to the World

Lancy, David F.

2008 *The Anthropology of Childhood: Cherubs, Chattel, Changelings*. Cambridge: Cambridge University Press. Pp. 191-233.

Opie, Iona

1993 *The People in the Playground*. New York: Oxford University Press. Pp. 1-34.

Spigel, Lynn

1998 Seducing the Innocent: Childhood and Television in Postwar America. In *The Children's Culture Reader*. Henry Jenkins, ed. New York: New York University Press. Pp. 110-135.

Wolf, Shelby Anne, and Shirley Brice Heath

1998 Living in a World of Words. In *The Children's Culture Reader*. Henry Jenkins, ed. New York: New York University Press. Pp. 406-430.

**WEEK 3****Lecture 5 (July 7) Divergent Childhoods: Gender and Race**

*Presentation:* Group 2

Hall, Kathleen

1995 "There's a Time to Act English and a Time to Act Indian": The Politics of Identity among British-Sikh Teenagers. In *Children and the Politics of Culture*. Sharon Stephens, ed. Princeton, NJ: Princeton University Press. Pp. 243-264.

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. 1-13, 182-197, 233-257.

Thorne, Barrie

1993 *Gender Play: Girls and Boys in School*. New Brunswick, NJ: Rutgers University Press. Pp. 89-109.

**Lecture 6 (July 9) Capitalism and Childhood**

\*Take-home Midterm Exam due today

*Film:* Mickey Mouse Monopoly

Anagnost, Ana

2008 Imagining Global Futures in China: The Child as a Sign of Value. In *Figuring the Future: Globalization and the Temporalities of Children and Youth*. Jennifer Cole and Deborah Durham, eds. Santa Fe: School for Advanced Research Press. Pp. 49-72.

Chin, Elizabeth

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

Field, Norma

1995 The Child as Laborer and Consumer: The Disappearance of Childhood in Contemporary Japan. In *Children and the Politics of Culture*. Sharon Stephens, ed. Princeton, NJ: Princeton University Press. Pp. 51-78.

Malkki, Lisa, and Emily Martin

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

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

Cheney, Kristen E.

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

Gandsman, Ari

2009 "A Prick of a Needle Can Do No Harm": Compulsory Extraction of Blood in the Search for the Children of Argentina's Disappeared. *Journal of Latin American and Caribbean Anthropology* 14(1):162-184.

Goldstein, Donna M.

1998 Nothing Bad Intended: Child Discipline, Punishment, and Survival in a Shantytown in Rio de Janeiro, Brazil. In *Small Wars: The Cultural Politics of Childhood*. Nancy Scheper-Hughes and Carolyn Sargent, eds. Berkeley: University of California Press. Pp. 389-415.

Leinaweaver, Jessaca B.

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

**Lecture 8 (July 16) Children's Rights***Presentation: Group 3*

Archard, David

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

Black, Maggie

1996 *Children First: The Story of UNICEF, Past and Present*. New York: Oxford University Press. Pp. 1-31.

Franklin, Bob, ed.

1986 *The Rights of Children*. Oxford: Basil Blackwell. Pp. 1-23.

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.

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

\*Final Paper due today

*Film: Stolen Childhood*

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. 70-117.

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

Prout, Alan

2005 *The Future of Childhood: Towards the Interdisciplinary Study of Children*. London  
and New York: Routledge Falmer. Pp. 113-141.

Appendix 1: Grading Scheme

A+	97-100%	*Meets all assignment criteria, interesting and well-contextualized thesis, evidence properly integrated with analysis *Excellent writing with no typos or grammatical errors, consistent citation style, clear and well-organized
A	94-96%	
A-	90-93%	
B+	87-89%	*Meets all assignment criteria, thesis is clear and argument is comprehensive but perhaps lacking in some details, connections between evidence and analysis are relatively apparent but perhaps not fully explained *Some typos or grammatical errors or inconsistent citation style, clearly written but perhaps with organizational issues
B	84-86%	
B-	80-83%	
C+	77-79%	*Does not fulfil all assignment criteria, thesis is embedded and difficult to identify, lacking in evidence and/or analysis does not follow from evidence *Multiple typos or grammatical errors or inconsistent citation style, significant organizational issues
C	70-76%	
D	60-69%	*Does not fulfil all assignment criteria, thesis is weak or uninteresting or absent, lacking in evidence and/or analysis does not demonstrate understanding of the topic *Significant writing and organizational issues
F	0-59%	

Appendix 2: Sample Reading Response

**Hirschfeld, Lawrence A. (2002) Why Don't Anthropologists Like Children? *American Anthropologist* 104:611-627.**

In his passionate and often cynical article, Lawrence Hirschfeld (2002) reflects on why children have been marginalized in the discipline of anthropology. Touching on themes of cultural acquisition, socialization, and cognition, he argues that since culture is learned, we have much to gain from paying attention to how children create culture, and not just how children attain adult culture. Hirschfeld comments on the notion of cultural competence as one of the primary reasons that anthropologists have either not focused on children or have referred to them only in order to analyze adults. He writes that children are seen as in the process of acquiring adult competence, but not viewed as already having their own. I think that this key differentiation brings us back to the concept of "culture" as something shared, socially transmitted, and mutable. Yet discussing culture seems to trap us into making certain assumptions about the experiences of children vis-à-vis adults. Is

acknowledging children as having separate culture a way of sharpening our analytical tools, empowering children's behavior as having its own separate logic and relevance, or essentializing based on age? Hirschfeld's argument is only persuasive if we can reconcile these tensions, since he wants to argue that understanding children is important for understanding adults. Moreover, if children already have their own culture, then how can we rationalize their *a priori* treatment as in the process of attaining adult culture? Is it productive to discuss children's culture as separate from adult culture? If children share in adult spaces and cultures as well as produce their own (Hirschfeld 2002:615), could we also argue that perhaps adults can reciprocally share in children's culture?

The example of cooties—drawn from both a literature review and Hirschfeld's collaborative study using observations, interviews, and experiments with groups of children in two US towns—brings these concerns home. Hirschfeld argues that cooties come from within children's culture yet have echoes of other "adult" modes of social exclusion such as racism. While he explains that cooties and racism are not the same, he seems to suggest that cooties lore can sharpen a child's understanding of difference, which then turns towards a framework through race as an adult. Taking us slightly away from culture, Hirschfeld reorients us toward the mind, cognitive dispositions, and seeing cooties and race as two different ways for people to categorize. He concludes by explaining that adult culture is formed based on what children find easy to learn and assimilate, out of both their own cultural repertoire as well as in conversation with the adult world around them.

I think that he makes a persuasive case for including children within both a subfield specialization and within anthropology in general. Yet, I also want to probe the tensions behind "culture" as a useful analytic when discussing the intersections and parallels between children and adults.