



CFS 180 - The Anthropology of Childhood Course Outline

Approval Date: 05/15/2008

Effective Date: 08/11/2008

SECTION A

Unique ID Number CCC000283029

Discipline(s)

Division Career Education and Workforce Development

Subject Area Child Family Studies

Subject Code CFS

Course Number 180

Course Title The Anthropology of Childhood

TOP Code/SAM Code 1305.00 - Child Development* / D - Possible Occupational

Rationale for adding this course to the curriculum This course provides an introduction to the cross-cultural study of children and childhood. For CFS and ANTH students, this course may be used as an elective for the CFS certificate, the Women?s Program Certificate, and/or the Associate degree. The study of how childhood is experienced around the world is interesting to the parents and teachers of all age groups as well as the community at large. It adds variety to the college curriculum and satisfies the NVC multicultural/gender studies requirement.,This course provides an introduction to the cross-cultural study of children and childhood. For CFS and ANTH students, this course may be used as an elective for the CFS certificate, the Women?s Program Certificate, and/or the Associate degree. The study of how childhood is experienced around the world is interesting to the parents and teachers of all age groups as well as the community at large. It adds variety to the college curriculum and satisfies the NVC multicultural/gender studies requirement.,This course provides an introduction to the cross-cultural study of children and childhood. For CFS and ANTH students, this course may be used as an elective for the CFS certificate, the Women?s Program Certificate, and/or the Associate degree. The study of how childhood is experienced around the world is interesting to the parents and teachers of all age groups as well as the community at large. It adds variety to the college curriculum and satisfies the NVC multicultural/gender studies requirement.

Units 3

Cross List ANTH 180 - The Anthropology of Childhood

Typical Course

Weeks

Total Instructional Hours

Contact Hours

Lecture 54.00

Lab 0.00

Activity 0.00

Work Experience 0.00

Outside of Class Hours 108.00

Total Contact Hours 54

Total Student Hours 162

Open Entry/Open
Exit No

Maximum
Enrollment

Grading Option Letter Grade or P/NP

Distance
Education Mode
of Instruction

SECTION B

General Education Information:

SECTION C

Course Description

Repeatability May be repeated 0 times

Catalog A comparative study of childhood as experienced in a variety of world cultures.

Description Explores different cultural patterns of child rearing and the differential experiences of childhood as they are influenced by race, class, gender and environmental variables. The role of women and girls as childbearers, caretakers and providers will be emphasized. The effects of rapid culture change on children will be studied with particular emphasis on poverty, armed conflict, and HIV/AIDS

**Schedule
Description**

SECTION D

Condition on Enrollment

1a. Prerequisite(s): *None*

1b. Corequisite(s): *None*

1c. Recommended

- with a minimum grade of C or better ENGL 100 or equivalent

1d. Limitation on Enrollment: *None*

SECTION E

Course Outline Information

1. Student Learning Outcomes:

- A. Explain the role of culture in the lived experiences of children and parents using anthropological perspectives and ethnographic field methods;
- B. Articulate appreciation for the contributions of various cultural groups both within and outside of the United States to an anthropological study of childhood and children.

2. Course Objectives: Upon completion of this course, the student will be able to:

- A. Summarize the different ways ?childhood? is experienced by various cultural groups around the world, and how these experiences influence child development;
- B. Describe the cultural backgrounds and contributions of various ethnicities, including groups that identify with or seek to redefine African American, Chicano/Latino, and/or Asian American experiences;
- C. Explain, using ethnographic methods, the effects of culture change on children and childhood, particularly in times of poverty and/or armed conflict;
- D. Recognize alternative family structures and cultural differences in parenting within and outside of the United States, recognizing the barriers to role change;
- E. Articulate the unique contributions of women and girls as bearers of children, providers of childcare, and producers of food and family income.
- F.

3. Course Content

- A. Anthropology and the historical absence of children/childhood
- B. Culture and the study of childhood
- C. International attempts to arrive at a “children’s rights” discourse
- D. Questioning concepts of “motherhood” and “fatherhood”
- E. Diversity of childbirth systems and parenting options
- F. Gendered and culture-based roles of children and parents
- G. Children and HIV/AIDS
- H. Local, national, and international intervention strategies
- I. Notions of crime and punishment among parents and children
- J. Different interpretations of child poverty and maltreatment
- K. Children as producers and agents of culture change
- L. Ethnographic interviewing techniques
- M. Diversity in family and kinship structures
- N. Children as consumers of culture
- O. Pediatrics, healthcare and the embodiment of cultural beliefs
- P. Children and violence
- Q. Identity formation and the role of culture
- R. Recognition of one's own contributions to culture
- S. Awareness of ethnocentricity, stereotypes, prejudices, racism, and sexism in the contexts of childhood and parenting
- T.

4. Methods of Instruction:

5. Methods of Evaluation: Describe the general types of evaluations for this course and provide at least two, specific examples.

Additional assessment information:

The final grade is based on:

1. Two short-essay exams (one page per essay)

For example:

a. From the Goldstein article, it is evident that females imprisoned for Fatal Child Maltreatment consider themselves "good mothers." How did certain segments of society encourage or discourage this belief?

b. What are the differences between the United Nations' definition of poverty and the definition proposed by the International Convention on the Rights of the Child? What was the rationale for a new definition of poverty? Finally, what evidence did the United States point to as reasons for not ratifying the ICRC?

2. Family lineage project: Students are required to submit a family lineage project that demonstrates basic genealogical research techniques and uses their family history and childhood experiences to recognize their cultural and ethnic contributions and allows them to project into their future. (described in "other" section)

3. Ethnographic Interview (described in "writing" section)

4. Journal (described in "writing" section)

Letter Grade or P/NP

6. Assignments: State the general types of assignments for this course under the following categories and provide at least two specific examples for each section.

A. Reading Assignments

Selected readings from textbook; online supplemental materials as appropriate.

For example:

1. Read the Picone article in "Small Wars" on the nature of surrogacy and commissioning parents in the United States.

2. Read the supplemental handout covering the changing demographics among surrogates and commissioning parents in the United States.

B. Writing Assignments

1. Written journal entries that address the readings, lectures, and class discussions and document personal reactions to course material. Instructor provides some direction in form of "thinking questions" at the end of each lecture. Students may choose to answer these questions or develop questions of their own.

For example:

It is clear in the article on child punishment in Brazil that poorer children live in a "kite-eat-kite" world. How do you think this relates to American ideas of a "dog-eat-dog" world? In what ways is it different?

2. Structured interview analysis that develops ethnographic field techniques using qualitative and quantitative methods.

For example:

Students are to conduct an interview of either:

1. A person who is ethnically different from themselves, or

2. A person who was born and raised in a foreign country.

They may not interview someone to whom they are related, but they may interview classmates that fit the above criteria. The purpose of this paper is to apply knowledge gained from lectures, readings, and class discussions to enhance the understanding of ethnically diverse populations and to experience:

- ? developing rapport with a person
- ? issues of ethics, confidentiality and anonymity
- ? understanding the elements of narrative
- ? documenting life histories from an emic perspective
- ? awareness of ethnocentric and stereotypical categories
- ? using the interview process as an anthropological fieldwork tool.

The subsequent paper based on the interview will assist in the integration of class material with ?real world? experience. Paper will be in the MLA format using parenthetical citations. The body of the text must be a minimum of 5-7 pages and the interview notes must be attached. Students may turn in an audio tape of the interview with prior approval. Work will be graded on a 100-point rubric that evaluates format; development of the body of the text including a thesis, relevant examples or supporting documentation from class readings, integration of field methods, conclusions drawn, punctuation, grammar; and the overall quality of the interview. Students will submit their interview questions in advance for instructor approval.

C. Other Assignments

Family Lineage Project:

Among the items covered in this project are:

1. The importance or unimportance of naming, which varies cross-culturally;
2. Geographic movement of ancestors (migration/immigration issues);
3. Familial values, language, education, how ideals and norms are transmitted through enculturation;
4. Importance or unimportance of traditions, holidays, celebrations;
5. Familial roles (decision-making, child-rearing, etc.);
6. Arrangements of family and extended families;
7. Expectations/treatment of girls and boys, the young and elderly, sick and healthy, etc.
8. Experience living in a heterogeneous or homogeneous neighborhood;
9. Practices that are used among their own families?ideas about what is right and wrong, who had the most impact on their decisions;
10. Use of cultural artifacts?photos, symbols, drawings, stories, etc.

7. Required Materials

A. EXAMPLES of typical college-level textbooks (for degree-applicable courses) or other print materials.

Book #1:

Author: New, Linda and Robert Levine, eds.
Title: The Anthropology of Childhood: A Cross-Cultural Reader
Publisher: Blackwell
Date of Publication: 2007
Edition:

Book #2:

Author: Hecht, Tobias
Title: Life: An Ethnographic Novel
Publisher: Duke Univ. Press
Date of Publication: 2006
Edition:

Book #3:

Author: Wilkie, Laurie
Title: The Archaeology of Mothering: An African-American Midwife's Tale
Publisher: Routledge
Date of Publication: 2003
Edition:

Book #4:

Author: Scheper-Hughes, Nancy and Carolyn Sargent, eds.
Title: Small Wars: The Cultural Politics of Childhood
Publisher: UC Press
Date of Publication: 1999
Edition:

Book #5:

Author: Fadiman, Anne
Title: The Spirit Catches You And You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures
Publisher: Farrar, Straus, and Giroux
Date of Publication: 1998
Edition:

B. Other required materials/supplies.

- Supplemental readings, articles, and/or film as provided by instructor