

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 a

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:

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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