SYLLABUS

Children cross-culturally

ANT 3930 Section 12GH, Fall 2013
Mondays 3:00-4:55pm, Wednesdays 4:05-4:55pm
E221 Computer Sciences/Engineering (CSE)

Instructor: Stéphanie Borios (Ph.D. Candidate, Department of Anthropology)

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Office location: Turlington Hall B331 (basement)
Office hours: Wednesdays 1:00-4:00pm

Course Description and Objectives:

This course is designed to provide students with a basic understanding of the experience of childhood using a cross-cultural perspective. More specifically, we will reflect on what it means to be a child growing up in different cultures and the diversity of experiences that childhood encompasses. This course will also give students a panorama of the challenges modern day children are facing.

Some of the questions that will be answered are: *Does “childhood” really exist? How do children make sense of the world around them? Are we ready to treat children as individuals with their own agency?*

By the end of this course, students will have comprehensive knowledge of the high variability of children’s experiences through time and places taking into account factors such as gender, ethnicity, family, and economic and political contexts. This knowledge will allow students to critically analyze current debates related to childhood, for example in terms of health, education, environment, labor, and violence.

Class Format:

The format of the class is a combination of lectures, class discussions, documentaries screening, observations of children’s activities in schools, and conversations with guest speakers with different geographical and topical expertise on childhood.

Course Materials:

There are two required books for the course. Both of them are available for purchase used and for rent.


Additional required readings (i.e., chapters from other books and articles) as well as the syllabus, details about assignments and other class-related information will be posted on e-Learning (http://lss.at.ufl.edu/). To access the website, enter your gatorlink username and password into the boxes. The course page should come up if you are registered in the course. The website will be updated throughout the semester, thus you are responsible to check it regularly.
Documentaries that might be used for the class are: “Babies”, “From the Ikpeng Children to the World”, “Stolen Childhood”, “Katrina’s Children”, and “Promises”. Please note that some readings and/or documentaries might be changed/added during the semester.

Graded Assignments: (100 points total)

- **Take-home exams (40 points) – Oct. 2\textsuperscript{nd} and Dec. 4\textsuperscript{th}**.
  The course will entail two take-home exams based on all the materials covered (readings, documentaries, guest speakers’ presentations, etc.). Both exams will include a few essay questions to be answered in 2-3 pages for the first exam and 5 pages for the second exam. Both exams will be cumulative (issues discussed in a prior section of the course and carried forward as we progress may be asked about or referenced in your answers), will have to be submitted through Sakai, and might be run through the plagiarism Turnitin software.

- **Group ethnographic project (60 points) - Throughout the semester.**
  Students will team up with one or more peers (depending on the number of enrolled students) to do a project related to children/childhood. This project will combine library research with primary data collection. Data will be collected interviewing a child at a school affiliated to UF (Baby Gator Child Development and Research Centers and P.K. Yonge Developmental Research School). Some research topics will be suggested by the instructor (e.g., play, school, hobbies, family, friendship, etc.) but students will be free to choose their own as long as the instructor approves it. The instructor might ask to meet students in group to discuss each group’s progress. Please note that all students in the same group are expected to contribute equally to the different steps of the project and will all receive the same final grade. It is your responsibility to meet with your peers and move forward with your project. The different steps will be:
  1. Groups’ creation and selection of research topics by Sept. 1\textsuperscript{st}. (sent by email to the instructor).
  2. Submission of a two page summary of the project which will include a short description of the research’s objectives, some of the questions that will be asked to the child/children interviewed, and at least five academic sources related to the topic. Due at beginning of class on Sept. 16\textsuperscript{th} (week 5).
  3. Interviewing.
  4. Analysis of the results.
  5. In-class group presentation of the results on Nov. 25\textsuperscript{th} (week 15).
     Students can present their results preparing a poster, using PowerPoint or any suitable medium. Each group will have to rate other groups’ performances using a grid provided by the instructor.

- **Extra credit (up to five points) - Due at any time during the term.**
  Students will have to critically analyze current events, news, or TV programs depicting children. Students will have to write a one page summary of their findings and send it by email to the instructor. Additionally, students can present orally their analysis. In this case, they will get one point for the written analysis and one point for sharing it with the classroom. Other extra-credit opportunities might be offered during the semester.

More information about each assignment will be provided later.
Course Schedule:

Each week we will focus on a particular topic. Yet, the schedule might be updated as necessary depending on students’ interest and progress. Students are responsible for reading the assigned materials each week, taking notes on these materials and incorporating them into assignments.

Please note that A = Lancy textbook and B = Woodhead and Montgomery textbook.

WEEK 1 (Aug. 21): COURSE OVERVIEW

Presentation of the focus and objectives of the course.

WEEK 2 (Aug. 26 and Aug. 28): INTRODUCTION TO CONCEPTS

What is a child? How is childhood constructed?

Read:
- A: Chapter 1 (pp. 1-4).
- B: Chapter 1 (pp. 1-35) and chapter 2 (pp. 46-60). You can read the activities proposed in these chapters but you do not have to carry them out.

Documentary: “Babies” (2010) looks at one year in the life of four babies from around the world, from Mongolia to Namibia to San Francisco to Tokyo.

WEEK 3 (Sept. 4): WORKING WITH CHILDREN: ETHICS AND RESEARCH METHODS

No class on Monday, September 2nd (Labor Day).

Read:

WEEK 4 (Sept. 9 and Sept. 11): CHILDREN’S SOCIALIZATION: FAMILY, PEERS AND COMMUNITY

Read: A: Chapter 4 (pp. 112-153).

Documentary: “From the Ikpeng Children to the World” (2002) offers an insight about the lives of four Brazilian indigenous children.
WEEK 5 (Sept. 16 and Sept. 18): CHILDREN AND HEALTH

Read:
- “Girls take HIV risk into their own hands” (http://www.icrw.org/turning-point/girls-take-hiv-risk-their-own-hands), International Center for Research on Women’s website.

Guest speaker: Dr. Alyson Young, Assistant Professor in Anthropology.

WEEK 6 (Sept. 23 and Sept. 25): CHILDREN AND THE ENVIRONMENT

Read:

WEEK 7 (Sept. 30 and Oct. 2): CHILDREN AT SCHOOL

Read: A: Chapter 9 (pp. 305-351).

**Take-home exam 1: submit it on e-Learning by 10pm on October 2nd.**

WEEK 8 (Oct. 7 and Oct. 9): CHILDREN’S PLAY AND WORK

Read: A Chapter 6 (pp. 191-233) and Chapter 7 (pp. 234-271).

WEEK 9 (Oct. 14 and Oct. 16): CHILDREN’S RIGHTS AND LABOR

Read:
- B: Chapter 4 (pp. 142-151 and pp. 164-168).

Documentary: “Stolen childhood” (2005) follows child laborers from eight countries (including the US) who tell their own stories.

WEEK 10 (Oct. 21 and Oct. 23): CHILDREN'S SUFFERING AND RESILIENCE

Read:
Guest speaker: Marlon Carranza, Ph.D. student in anthropology.

WEEK 11 (Oct. 28 and Oct. 30): CHILDREN AND POLITICS

Read:


WEEK 12 (Nov. 4 and Nov. 6): CHILDREN AS SUBJECTS

Read:

WEEK 13 (Nov. 13): ANTHROPOLOGY AND CHILDREN: AN EMERGING SUBFIELD

No class on Monday, November 11th (Veterans’ Day).

Read:

WEEK 14 (Nov. 18 and Nov. 20): CHILDREN’S FUTURE CHALLENGES

Class might be cancelled on November 20th due to the instructor’s presentation at the annual meeting of the American Anthropological Association.

Read:
- A: Chapter 10 (pp. 352-376).

Documentary: “Katrina’s children” (2008) focuses on the effects of Hurricane Katrina through the eyes, voices, and drawings of the city’s children.
WEEK 15 (Nov. 25): GROUPS’ PRESENTATIONS

No class on Wednesday, November 27th (Thanksgiving).

WEEK 16 (Dec. 2 and Dec. 4): CONCLUSIONS AND FINAL DISCUSSION

**Take-home exam 2: submit it on e-Learning by 10pm on December 4th**

Late Assignments, Extra Credit and Make-up Opportunities

Students are required to complete all assignments by the stated due dates. No late assignments will be accepted and no extra credit opportunities will be assigned on an individual basis. There will be make-up opportunities only for students who have an acceptable reason for missing a deadline or an exam.

Personal Devices

The use of cell phones is prohibited in the classroom. Please turn off your cell phones when you enter the classroom. As for the use of personal digital assistants, iPods, iPhones, iPads, and other tablets, e-readers, and portable devices, their use is strictly restricted to note taking. If you do not need them to take notes, they should be stowed away.

Availability of the Instructor

If you are having trouble keeping up with the class for personal or academic reasons, you can talk to me after class or contact me through my office hours and email. I will do my best to help you but you should not wait until the last minute to share your concerns.

University of Florida Policies

Grades

Final grades will be based on the following scale: A (90 or above), A- (87-89), B+ (84-86), B (80-83), B- (77-79), C+ (74-76), C (70-73), C- (67-69), D+ (64-66), D (60-63), D- (57-59), E (<56). Please note that the instructor will not round up final grades at the end of the term. If you have any concern about your grades, you should address them within 48 hours of when they are posted. Otherwise, all grades become final after the 48-hour deadline.

For more information on UF grading policies, see the following web page: https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx.

Attendance and participation

Attendance will be taken on a regular basis. Students are also expected to pay attention and participate in class discussions. Please note that the material covered in class will not necessarily be covered in the readings and that the instructor will not provide lecture slides. If you know that you will be late to class (either on a regular basis or because of any acceptable reason) or that you will miss a class, you should inform the instructor in advance. Final grades will be reduced 5 points for every two unjustified and/or voluntary absences from the class.

Acceptable reasons for being late or absent include illness, serious family emergencies, field trips for other classes, professional conferences, military obligation, severe weather
conditions, religious holidays, court imposed legal obligations (i.e. jury duty, subpoena) and official university activities (i.e. music performance, athletic competitions, debates). Official documentation will be required even for acceptable reasons.

For further information on University of Florida’s attendance policy, consult the following web page: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

_Academic honesty - Anti-plagiarism policy_
All writing assignments must be done on an individual basis and not in groups except if specified by the instructor. Students must conform to the Academic Honor Code of the University of Florida regarding plagiarism and other forms of cheating. This honor code is based on the premise that each student has the responsibility to uphold the highest standards of academic honesty and integrity. This means that on all work submitted for credit, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment”.

The university specifically prohibits cheating, plagiarism, misrepresentation, bribery, conspiracy, and fabrication. If the instructor suspects that students have copied someone’s work, they will be reported to the Dean of Students Office for academic dishonesty and they will receive a 0 for the assignment or could even fail this course.

For more information about student responsibilities, please see the following web page: https://catalog.ufl.edu/ugrad/current/advising/info/student-honor-code.aspx#honesty

_Accommodations for students with disabilities_
Students with disabilities, who need reasonable modifications to complete assignments successfully and otherwise satisfy course criteria, are encouraged to meet with the instructor as early in the course as possible to identify and plan specific modifications. Students requesting accommodation must first register with the Dean of Students Office and then provide documentation to the instructor by the second week of class. For more information about services available to University of Florida students, please contact the Disability Resource Center, Dean of Students Office, 0001 Building 0020 (Reid Hall), Ph.: (352)392-8565, (http://www.dso.ufl.edu/drc/).

_Counseling and mental health services_
If you are struggling in your personal and/or academic life, there are many resources that are available on-campus. These resources include:

- University Counseling and Wellness Center, 3190 Radio Road, Ph.: (352)392-1575. Open Monday through Friday, 8am-5pm (http://www.counseling.ufl.edu/cwc/).
- Student Health Care Center, Ph.: (352)392-1171 (http://shcc.ufl.edu/).
- Career Resource Center, first floor J. Wayne Reitz Union, Ph.: (352)392-1601. Open Monday through Friday, 8 am-5 pm (http://www.crc.ufl.edu/).
- Emergency services (http://www.counseling.ufl.edu/cwc/Emergency-Services).