

## SUBJECT LEARNING GUIDE

**ANT2CAC**

Semester 1, 2015

# Childhood, Youth and Culture

Bundoora

**SUBJECT COORDINATOR**

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# Subject Details

## General Details

Subject Code:	ANT2CAC	Subject Title:	Childhood, Youth and Culture		
Teaching Period:	Semester 1, 2015	Location(s):	Bundoora		
Credit Points:	15	Mode:	On Campus	Level:	2

## Enrolment Requirements

Prerequisites:	None
Co-requisites:	None
Incompatibles:	ANT3CAC
Assumed Skills & Knowledge:	First year tertiary study
Special Study Requirements:	None

## Staff Contacts

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## Subject Description

Studying childhood and youth is an important means of understanding culture and society. In this subject students examine the ways anthropologists and sociologists have studied childhood from birth to adulthood and how their theories and methods have been influenced by work in other fields such as psychology and sociology. Students are introduced to recent approaches which emphasise the active role children play in their own social development. Topics central to the study of childhood and youth cross-culturally are explored, such as infant care, identity construction, gender development, child labour and child survival, child abuse and children's rights.

## Subject Intended Learning Outcomes (SILOs) SECOND YEAR STUDENTS

Upon successful completion of this subject, you should be able to:

1	Analyse a range of texts in the field of childhood and youth studies
2	Compare different theoretical and methodological approaches to the study of childhood and youth.
3	Examine the local and global dimensions of social and cultural change for children and youth.
4	Produce a sustained written argument about a specific topic in childhood and youth studies.

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### Learning Activity Summary

Learning Activity:	Schedule
One 1-hour Lecture per week [with additional hour in blended mode]	Tuesdays 10-12, Undercroft LT
One 1-hour Tutorial per week. A fully online tutorial is available	See Allocate+

Further information is available at <http://www.latrobe.edu.au/students/timetables?src=hff>

Times and rooms are subject to change.

### Assessment and Feedback Summary

Assessment Tasks:	Due Date	%	Comments
Class assignments – submit online	Throughout semester	25	5 worksheets each worth 5 marks
Online tests	Weeks 6 & 12	25	Multiple choice questions
One 2,000-word written assignment – submit online	Monday 4 May	50	See essay topics in this guide

### Learning Resources

Weekly readings	[will be in library online]	Access through library catalogue
Additional resources	See LMS	

## STUDENT FEEDBACK ON SUBJECT SURVEY

THE STUDENT FEEDBACK ON SUBJECTS (SFS) SURVEY IS PART OF THE QUALITY ASSURANCE PROCESS THAT OCCURS ACROSS THE UNIVERSITY. IN THIS SURVEY YOU ARE INVITED TO TELL US ABOUT YOUR LEARNING EXPERIENCES IN THIS SUBJECT. WE WANT YOU TO TELL US OF YOUR EXPERIENCE IN THIS SUBJECT. YOUR VIEWS WILL BE TAKEN SERIOUSLY AND WILL ASSIST US TO ENHANCE THIS SUBJECT FOR THE NEXT GROUP OF STUDENTS. YOUR FEEDBACK WILL ALSO CONTRIBUTE TO THE TEXT FOR 'SUMMARY OF PREVIOUS STUDENT FEEDBACK' BELOW SO PLEASE TAKE THE TIME TO TELL US YOUR VIEWS. THE SURVEYS ARE ANONYMOUS AND WILL BE DISTRIBUTED PRIOR TO THE END OF THE TEACHING PERIOD.

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## SUMMARY OF SFS FEEDBACK FROM 2013

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This subject was last taught in 2013.

Enrolled: 129 students in 2<sup>nd</sup> year [117 third year students - their responses are in brackets below]

Total respondents: 41 [38]

Response rate: 31.78% [32.48%]

The following is a summary of student responses in 2013:

- students rated the overall intellectual challenge of this subject: 3.8/5.0 [3.89]
- students rated the amount they have learned in this subject: 3.8/5.0 [4.13]
- students rated the value of what they have learned in this subject: 3.98/5.0 [4.16]
- students rated the overall quality of this subject: 4.18/5.0 [4.18]

Student feedback is an integral part of the development of this subject. The feedback from last year has been used to refine and develop this subject.

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## ACADEMIC INTEGRITY

Academic integrity means being honest in academic work and taking responsibility for learning the conventions of scholarship. La Trobe University views this seriously as evidenced by the following extract:

*Academic honesty is a fundamental principle in teaching, learning, research and scholarship. The University requires its academic staff and students to observe the highest ethical standards in all aspects of academic work and it demonstrates its commitment to these values by awarding due credit for honestly conducted scholarly work, and by penalising academic misconduct and all forms of cheating.*

*Academic Integrity Procedures (2010, p. 1 of 6)*

Academic misconduct includes poor referencing, plagiarism, copying and cheating. You should familiarise yourself with your responsibilities in relation to Academic Integrity and if you have any questions, direct them to your Course Coordinator. Information can be found on the website at:

<http://www.latrobe.edu.au/students/learning/academic-integrity>

# Schedule of Learning Activities

## SESSION PLAN

Session	Date	Topic	Blended activity
Week 1	3 March	Introduction: thinking about children & youth <i>*No in-class/online tutorial this week</i>	Subject Q&A session, 2 <sup>nd</sup> hour of lecture
Week 2	10 March	Becoming a person: ideas about infants and personhood	Film: Babies
Week 3	17 March	Studying childhood and youth over time	<i>*Essay Q&amp;A session, 2<sup>nd</sup> hour of lecture</i>
Week 4	24 March	Contemporary constructions of childhood	Film: Gypsy Child Thieves
Week 5	31 March	Studying children and youth in the 21st century	Class discussion; Film: Guatemala: out of the dump
	<b>7 April</b>	<b>MID-SEMESTER BREAK</b>	
Week 6	14 April	Gendering childhood	Film: Looking for China Girl
		<b>FIRST ONLINE TEST THIS WEEK</b>	
Week 7	21 April	Children and migration	Film: 4Us
Week 8	28 April	Transnational mobility	Q&A: researching youth
	<b>4 May</b>	<b>ESSAY DUE</b>	
Week 9	5 May	Children's work; child labour	Film: Chocolate: the Bitter Truth
Week 10	12 May	Amongst themselves: sibling and peer interactions	Whose life is it anyway?
Week 11	19 May	Child survival	<i>* Revision Q&amp;A session, 2<sup>nd</sup> hour of lecture</i>
Week 12	26 May	Children and globalisation	Film: China Blue
		<b>SECOND ONLINE TEST THIS WEEK</b>	

## LEARNING ACTIVITY DETAILS

You should regularly check the subject's LMS site for updated information. This is your key resource for the subject as it contains all the information you need about lectures, tutorials, assessment, and much more.

Please note that each week there will be a one-hour lecture supplemented by an hour of blended activities: usually films that will be streamed online but sometimes Q&A sessions. I will show the films in class in the second hour for students who prefer to watch them in the class group. There are links embedded in this guide for the films.

Tutorials (F2F and online) are one hour weekly.

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## WEEKLY TOPICS

### **WEEK ONE (3.3): Introduction: Thinking about children & youth**

What is a child? This week, after a brief introductory overview of the subject, we will look at the concept of 'childhood' from a cross-cultural and historical perspective. We will also consider the ways children have been viewed as the subjects/objects of research by anthropologists over time.

The second hour of the lecture will be an informal Q&A session about the subject.

★ **No tutorial and no set reading this week: read through your subject guide and familiarise yourself with the LMS**

### **WEEK TWO (10.3): Becoming a person: ideas about infants and personhood.**

This week we will look at issues in the anthropological study of the earliest stages of human life. We examine aspects of the control of reproduction, birthing practices, and neonatal and infant care as they relate to cultural beliefs about - and attitudes towards - children.

Film: [Babies](#) (2012)

#### ★ **Reading for tutorial and worksheet:**

Your readings are two case studies from the 1980s - the Chewong of Malaysia and the Maisin of Papua New Guinea. What are the similarities and differences in their beliefs about personhood, spirits and ways to protect infants and ensure their proper development? What kinds of changes do you think are likely to have happened in these societies since these studies were undertaken?

Howell, S 1988, 'From child to human: Chewong concepts of self', in *Acquiring culture: cross-cultural studies in child development*, eds G. Jahoda & I. Lewis, Croom Helm, London, pp.147-168.

Tietjen, A 1985, 'Infant care and feeding practices and the beginnings of socialization among the Maisin of Papua New Guinea', in *Infant care and feeding in the South Pacific*, ed L. Marshall, Gordon and Breach, New York, pp.121-135.

### **WEEK THREE (17.3): Studying childhood and youth over time**

Some of the earliest and most influential approaches in the study of childhood within anthropology developed from psychological theories. This week we consider the 'Culture and Personality' approach, the 'Six Cultures' study and other early work influenced by psychology. We then look at new directions that were taken in the 1980s, which focused on cognition and emotion (or 'affect'), including cognitive anthropology, social/cultural constructionism, and ethnopsychology, all of which are still influencing work being done today.

The second hour of the lecture will be an informal Essay Q&A session – come and find out more about the essay topics and have all your questions answered!

#### ★ **Reading for tutorial and worksheet:**

Your readings provide case studies from the literature on the socialisation of emotion, which emerged in the '80s and continues to be an important thread in the broader anthropology of childhood. One reading, from the 1980s, explores the significance of crying for the socialisation of Kipsigis children in Kenya. The other reading is an example of more recent work and focuses on Japanese children in preschool and the subtle ways they are encouraged to experience appropriate emotional states. Compare how the caregivers described actively shape children's expression of emotion. What cultural messages are they conveying in the process? How is the discussion of emotional socialisation different in the two readings?

Hayashi, A, Karasawa, M & Tobin, J 2009 'The Japanese preschool's pedagogy of feeling: cultural strategies for supporting young children's emotional development', *Ethos*, vol. 37, no. 1, pp. 32-49.

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Harkness, S. & Super, C 1985, 'Child-environment interactions in the socialization of affect', in *The socialization of emotions*, eds M. Lewis & C. Saarni, Plenum Press, New York, pp.21-36.

### **WEEK FOUR (24.3): Contemporary constructions of childhood**

Anthropological research on childhood has also been influenced by different approaches within sociology. After considering some of the theoretical models that have been used in the sociological study of childhood, we look at multidisciplinary work on changing constructions of 'the child', including work on the 'disappearance' of childhood, and the universal rights of the child.

Film: [Gypsy Child Thieves in Europe](#) (2010)

#### **★ Reading for tutorial and worksheet:**

Both readings focus on the issue of children's rights, with a case study of Vietnam and the development work that promotes children's rights, and a short article that looks at the issue more broadly. What critiques are these authors making of the Convention on the Rights of the Child and of the many agencies promoting it globally? Do you agree?

Burr, R 2002, 'Global and local approaches to children's rights in Vietnam', *Childhood*, vol. 9, no. 1, pp. 49-61.

Valentin, K & Meinert, L 2009, 'The adult North and the young South: reflections on the civilizing mission of children's rights', *Anthropology Today*, vol. 25, no.3, pp. 23-28.

\* If you are interested in reading the Convention on the Rights of the Child:

<http://www.unicef.org/crc/> [link is on LMS in weblinks]

### **WEEK FIVE (31.3): Studying children and youth in the 21<sup>st</sup> century**

Before we move on to look at specific topics in the study of childhood and youth, today we pause to think about *how* research is carried out. We review some of the early approaches then explore the more 'child-centred' research that has become popular in recent years. Should children and youth be actively involved in the research process? What kinds of problems can arise when researching children and youth?

Part of the second hour of the lecture will be an informal discussion of child-centred research methods and the ethical issues that arise with working with children and youth. There will also be an opportunity to ask any questions about the subject so far in preparation for the first online test (week 6).

Film: [Guatemala: Out of the Dump](#) (2003)

#### **★ Reading for tutorial and worksheet:**

The readings both provide case studies of the complexities of studying children and youth living in difficult circumstances. What are the practical, ethical and other problems involved for these researchers, one of whom worked with child prostitutes and the other with former 'child soldiers'? What do their problems tell us about the broader issues involved in researching children?

Montgomery, H 2007, 'Working with child prostitutes in Thailand: problems of practice and interpretation', *Childhood* vol. 14, no. 4, pp. 415-430.

Utas, M 2004, 'Fluid research fields: studying excombatant youth in the aftermath of the Liberian civil war', in *Children and youth on the front line: ethnography, armed conflict and displacement*, eds J. Boyden & J. de Berry, Berghan Books, New York, pp. 209-36.

**☺ MID-SEMESTER BREAK – TIME TO RESEARCH YOUR ESSAY! ☺**



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## **WEEK SIX (14.4): Gendering childhood**

Culturally constructed beliefs about gender influence the way children are regarded and treated within their family and the wider society, often even before they are born. We will look this week at the influence of gender on children's life experiences and on the process of identity construction.

Film: [Looking for China Girl](#) (2005)

### **★ Reading for tutorial and worksheet:**

The two case studies in your readings this week demonstrate that gender is a fundamental aspect of child socialisation and development. What are the messages about appropriate gender roles and behaviour that are conveyed to the children in these case studies of Nepal and Vietnam?

Skinner, D 1989, 'The socialization of gender identity: observations from Nepal' in *Child development in cultural context*, ed J. Valsiner, Hogrefe and Huber, Toronto, pp.181-192.

Rydstrom, H 2002 'Sexed bodies, gendered bodies: children and the body in Vietnam', *Women's Studies International Forum*, vol. 25, no. 3, pp. 359-372.

**REMEMBER: FIRST ONLINE TEST THIS WEEK!!**

## **WEEK SEVEN (21.4): Children and migration**

Moving to live in another country as a child, or being born in that country to migrant parents, can have a significant influence on children's lives. This week we look at a range of issues that affect the children of migrants, such as the impact on family life, experiences at school, encountering racism, and the influences of such issues on children's cultural identities.

Film: [4Us](#) (2007)

### **★ Reading for tutorial and worksheet:**

Your readings this week both focus on youth from migrant communities in Sydney and the many ways in which identities are constructed, asserted, and expressed. Melissa Butcher focuses on language use as a particular form of identity construction amongst 'second generation' youth, while Mandy Thomas examines the way youth from migrant backgrounds inhabit the social space of a suburban shopping mall. What similarities and differences can you identify in the young people discussed in these texts, when compared to your own experience of adolescence and knowledge of youth in Melbourne?

Butcher, M 2008, 'FOB boys, VCs and Habibs: Using language to navigate difference and belonging in culturally diverse Sydney', *Journal of Ethnic and Migration Studies*, vol. 34, no. 3, pp. 371-87.

Thomas, M 2003, 'Hanging out in Westfield Parramatta', in *Ingenious: emerging youth cultures in urban Australia*, eds M. Butcher & M. Thomas, Pluto Press, Melbourne, pp.102-123.

## **WEEK EIGHT (28.4): Transnational mobility**

While last week focused on the impact of migration on children and youth within settled migrant communities, this week we look at mobility more broadly. There are many ways children are affected by mobility including being left behind by migrant parents; being sent away from home for care, education or work; or moving back and forth between a homeland and other destinations. The research recently conducted by your lecturer, Helen Lee, with overseas born Tongan youth who are sent to attend high school in Tonga, will be used as a case study of children's transnational mobility.

The second hour will be an opportunity for informal discussion of the lecture material and of students' own experiences of migration and transnationalism.

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★ **Reading for tutorial and worksheet:**

Both readings this week are from a special issue of the *Journal of Ethnic and Migration Studies* in 2012 which looked at children and transnational mobility. Both by anthropologists, one focuses on children in Ghana and how they imagine transnational mobility. The other looks at the Caribbean and the 'care chain' that exists across households and different locations. What kinds of evidence do the authors use for their arguments and what theory/ies do they draw on to understand the issues they address? What similarities and differences are there for children and youth in the two case studies and their experiences of mobility?

Coe, C 2012, 'Growing up and going abroad: how Ghanaian children imagine transnational migration', *Journal of Ethnic and Migration Studies*, vol 38, no.6, pp913-931.

Olwig, K 2012, 'The care chain, children's mobility and the Caribbean migration tradition', *Journal of Ethnic and Migration Studies*, vol 38, no. 6, pp.933-952.

**WEEK NINE (5.5): Children's work; child labour**

In many societies, children's work makes a valued contribution to families, and prepares them for the roles they will have as adults. However the issue of children's work is highly contentious, particularly when that work is a means of earning an income rather than solely for the family. We will explore issues such as exploitation, lack of access to education, and the impact on children's health and welfare, while considering if the abolition of child labour is desirable, or even possible.

Film: [Chocolate: the Bitter Truth](#) (2010)

★ **Reading for tutorial and worksheet:**

Children's work is the focus of both readings today, and both question some of our assumptions about 'child labour'. Amigo's paper looks at Indonesian children's work on tobacco plantations, whereas Marguerite Bey focuses on the children in Mexican families that regularly migrate seeking seasonal agricultural labour. What questions are these authors raising about the value of work to their families and in relation to formal schooling? How do they help understand children's own perspectives on the work they do to help their families survive?

Amigó, M 2010, 'Small bodies, large contribution: children's work in the tobacco plantations of Lombok, Indonesia', *The Asia Pacific Journal of Anthropology* vol 11, no. 1, pp. 34-51.

Bey, M 2003, 'The Mexican child: from work with the family to paid employment', *Childhood* vol. 10, no. 3, pp. 287-99.

**WEEK TEN (12.5): Amongst themselves – sibling and peer interactions**

This week we address a neglected aspect of children's family relationships: children's role as caregivers for other children. We will explore other significant interactions between siblings and peers, particularly through a focus on 'the anthropology of play'. In contrast, we also consider children who live away from the care of adults, often known as 'street children'.

Film: [Whose life is it anyway?](#) (2002)

★ **Reading for tutorial and worksheet:**

The readings provide two different case studies of 'street children'. Udi Butler discusses research with young people living on the streets in Brazil, and Matthew Davies describes the groups formed by 'street children' in Kenya. What different perspectives do the authors bring to their articles, and what is the central message of each article about the lives of 'street children'?

Butler, U 2009, 'Freedom, revolt and "citizenship": three pillars of identity for youngsters living on the streets of Rio de Janeiro', *Childhood* vol. 16, no. 1, pp. 11-29.

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Davies, M 2008, 'A childish culture? Shared understandings, agency and intervention: an anthropological study of street children in northwest Kenya', *Childhood*, vol. 15, no. 3, pp.309-330.

### **WEEK ELEVEN (19.5): Child survival**

This week we deal with the difficult issues that are often grouped under the term 'child survival': the many factors that decrease the quality of life for children, or even take their lives. The concept of 'child abuse' is examined cross-culturally, and we consider the impact of political conflict and rapid social change on children's chances of survival.

The second hour will be a revision Q&A session in preparation for the final online test but also an opportunity to ask any questions the subject has raised for you or to discuss any issues of concern.

#### **★ Reading for tutorial and worksheet:**

This week's readings are from two classic 'child survival' texts from the mid-80s. Philippe Bourgois takes us to the tenements of East Harlem in New York and Nancy Scheper-Hughes to a shantytown in Brazil to describe some of the challenges to child survival in these contrasting settings. What are some of the obstacles facing children and youth in the midst of the crack 'epidemic' Bourgois describes? And how does Scheper-Hughes explain why mothers sometimes allow their infants to die?

Bourgois, P 1987, 'Families and children in pain in the U.S. inner city', in *Small wars: the cultural politics of childhood*, eds N. Scheper-Hughes & C. Sargent, University of California Press, Berkeley, pp.331-351.

Scheper-Hughes, N 1987, 'Culture, scarcity, and maternal thinking: mother love and child death in Northeast Brazil', in *Child survival*, ed N. Scheper-Hughes, D. Reidel, Dordrecht, pp.187-208.

### **WEEK TWELVE (26.5): Children and globalisation**

This week we explore in more depth how the processes and forces of globalisation have impacted on children. Recent work in childhood studies has focused on the interactions between the local and the global, and we will consider some of the ways in which such interactions are profoundly affecting children's lives today.

Film: [China Blue](#)

#### **★ Reading for tutorial and worksheet:**

Today's readings present different faces of the impact of globalisation on young people's lives. Ida Fadzillah looks at how adolescent girls in Thailand have been caught up in the global beauty industry despite being confined to their rural villages. Carlos Welti describes adolescents in Latin America and the impact on their lives of a wide range of social changes tied to processes of globalisation. What do both texts tell us about how the multiple processes of globalisations are impacting on young people's lives? Do you see these as positive or negative changes? How do you see your own adolescence as affected by globalisation?

Fadzillah, I 2005, 'The Amway connection: how transnational ideas of beauty and money affect Northern Thai girls' perceptions of their future options', in *Youthscapes: the popular, the national, the global*, eds S Maira & E Soep, University of Pennsylvania Press, Philadelphia, pp. 85-102.

Welti, C 2002, 'Adolescents in Latin America: facing the future with skepticism', in *The world's youth: adolescence in eight regions of the globe*, eds B Brown, R Larson & T Saraswathi, Cambridge University Press, Cambridge, pp. 276-306.

**REMEMBER: SECOND ONLINE TEST THIS WEEK!!**

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# Assessment and Feedback Details

ASSESSMENT TASK	Due Date	%	SILOs Assessed
<b>Class assignments – weekly worksheets</b>	Throughout semester	25 (5% each)	1,2,3

Every week a worksheet with questions relevant to the next week’s readings will be on the subject’s LMS site. There will be 11 worksheets on LMS however you only need to complete FIVE and only five will be marked.

The worksheets will help guide your reading and prepare you for class discussions. Questions will be varied – comprehension, comparison, reflection, etc. – to build up your skills in critical evaluation of texts. Keeping up with the worksheets will help develop your time management skills and facilitate the spread of assessment tasks across the semester. Your answers should be **CONCISE!**

### Accessing and submitting worksheets

You can either download the worksheet from the Worksheets folder on LMS, or you can find the questions by using the link to that worksheet assignment. Type your answers: you can use prose or point form.

Submit your answers to LMS using the link in the ‘Assessments’ folder and writing, or copying and pasting, your answers into the ‘online text’ box and then save. Under no circumstance leave hard copies of worksheets under or on a staff member’s office door and do not submit worksheets through the Essay Box. Do NOT email your worksheets without prior arrangement with your tutor, which will only be in special circumstances.

### Marking of worksheets

Each worksheet is worth five marks. No more than 5 worksheets will be accepted for each student so plan ahead and decide which worksheets you will complete across the semester to fit in with your other assignments.

Worksheets are due at 2pm on Tuesday in the week for which the readings are set – i.e. before any tutorials are held that week. Worksheets will be marked each week and model answers will be provided to the whole class on LMS on Tuesday the following week. Unless you have arranged with your tutor to hand in your worksheet late (e.g. due to illness), you will lose ½ mark per working day up to one week after the due date. **NO WORKSHEETS WILL BE ACCEPTED ONCE THE ANSWERS FOR THAT WEEK HAVE BEEN POSTED ON LMS.**

ASSESSMENT TASK	Due Date	%	SILOs Assessed
<b>Online tests – multiple choice questions.</b> <b>Week 6 test covers weeks 1-5 and is worth 10%</b> <b>Week 12 test covers weeks 6-12 and is worth 15%</b>	Week 6, 12	25	2,3

The first online test will be available from 9am Monday 13 April to 11.55pm on Sunday 19 April.

The second online test will be available from 9am Monday 25 May to 11.55pm on Sunday 31 May.

During the week that the test is available you will need to go into the Assessments block on LMS and access the test via the quiz link. You will have 2 hours to answer the questions. Make sure that you have uninterrupted internet access for the time you need to complete the test (i.e. up to 2 hours although you are likely to need less than this!) because **you will only get one attempt.**

The questions are based on the lecture content and films. The best way to prepare for the tests is to attend all classes, or at least to listen to the recorded lecture, read the lecture notes (which are the text from the powerpoint slides), watch the films and attend tutorials. You should also take your own additional notes during the lecture. There will be no questions specifically on the readings (which are assessed through the worksheets) but you will be able to draw on what you've learned from them in your answers to some of the questions.

The objective of the tests is to assess your understanding of the subject's content, not your ability to memorise minor details, so it is important that if there are aspects of the content you do not understand throughout the semester, you ask questions (in lectures, tutorials, and consultations with me or your tutor) and seek out further reading.

ASSESSMENT TASK	DUE DATE	%	SILOS ASSESSED
<b>Essay</b>	Monday 4 May	50	1-4

Select ONE of the following essay topics:

1. Choose ONE of the following anthropological approaches to the study of childhood: Culture and Personality, the Six Cultures study, cognitive anthropology, or constructionism. Describe the theoretical *and* methodological elements of the approach, and critically evaluate the approach in terms of its advantages and disadvantages for the study of children and childhood.

(N.B.: This requires you to discuss how the approach has been evaluated within the relevant literature, as well as giving your own opinions based on your reading.)

2. The United Nations Convention on the Rights of the Child has been widely criticised but also hailed as an important means to improve children's lives. Discuss the different views of the convention, and include your own opinion based on your reading.

3. Critically evaluate the recent work described as 'child-centered' research, which positions children as active research participants. To what extent do you think it is realistic to have truly 'child centred' research?

4. Choose one aspect of globalisation and discuss its impact on children using an anthropological perspective. You may choose to focus on one or more specific countries in answering this question. (Examples: global media; popular culture; population movement; trafficking; tourism; technological change)

5. Choose one of the global problems affecting children – trafficking, child labour, warfare, HIV/AIDS, etc

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– and discuss how anthropologists have analysed the problem. How can applied/engaged anthropological research contribute to addressing the problem?

**OR**

Prepare a **research report** on the way international organisations and NGOs approach the problem you have chosen (examples above). Compare at least THREE organisations and include in your report:

- what they are doing/recommending as ways to address the problem;
- How much progress they have made in their efforts to address the problem;
- any similarities and differences in their approaches;
- how they are influenced by global discourses about children such as children’s rights discourse.

Conclude your report with a **summary** including any recommendations you have about aspects that are being neglected, contradictions in the way different organisations address the problem, and any other points you have identified.

6. Choose one of the topics covered during the subject that you would like to explore in greater depth. In your essay compare how anthropologists\* have studied this topic, including their different theoretical and methodological approaches. Where appropriate you can focus on two or more case studies in your essay. [\* you may also consider related Social Sciences disciplines such as sociology and human geography.)

7. If you have a particular interest in a topic that has not been covered in the subject, see Helen or your tutor to discuss how to frame your essay question. Essays that have not been discussed and approved in writing will not be accepted.

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### Researching and writing your essay

- Please contact your tutor or Helen as soon as possible if you have any questions about your essay.
- Don’t leave your research until the last minute! You have only one essay for this subject so you are expected to research thoroughly, plan carefully, and spend adequate time writing and ‘polishing’ your essay.
- You may refer to this subject’s tutorial readings in your essay but you must also show evidence of library research: don’t make the class readings your main source of information.
- Take time to read the *Department of Social Inquiry Rules* (see link on LMS): they contain vital information including essay submission procedures, how to apply for extensions, penalties for late work, how to avoid plagiarism - and the consequences of plagiarism - and how to correctly acknowledge sources used in your essays.
- In researching your essay don’t rely only on the library catalogue. There are databases on the library web site to use to find journal articles; you can browse the shelves in the relevant area; and Google Scholar can be helpful too – go to ‘More’ on Google’s homepage to find it (much better than just Googling!).
- Please do not use Wikipedia or non-specialist dictionaries as sources!
- Your essay should incorporate *critical evaluation* of your sources: don’t take what you read simply as ‘facts’. Think about who wrote it, why, for whom, the strengths and weaknesses of the text, and what theoretical and methodological approaches are used.

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### Submitting your essay

- You must submit your essay electronically via **Turnitin**, a text-matching program. There is a link to Turnitin within LMS and you will be able to submit your assignment and check your similarity report then revise if necessary and resubmit – a very helpful process, especially if you are not entirely sure what plagiarism is! See: <http://www.latrobe.edu.au/students/learning/academic->

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### [integrity](#)

- The final version of your essays must be submitted to Turnitin online by 11.59pm on Monday 4 May. **Please note:** essays that are not submitted to Turnitin will not be marked.
  - If you need to request an extension you **must** contact your tutor as soon as possible and no later than three days before the essay is due. You must have a valid reason and documentation to support your request (*too many assignments to do is not a valid reason: plan ahead and manage your time!*).
  - See the Department rules for penalties for late essays, as well as other vital information about essay writing.
  - All essays given an A or N grade will be double-marked.
  - Friday 12<sup>th</sup> June is the Department deadline after which essays will usually not be accepted. However, as the essay is due on 4 May it will only be in extremely unusual circumstances that anyone will be given an extension beyond 21 May.
  - Essays handed in on time will be marked by the last week of semester and marks posted on LMS.
  - **Always keep at least one back up copy of your essay and any related notes, readings, etc. at all times.**
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### DETAILED GRADING CRITERIA

All these criteria are important but some more than others! They are in order of importance – referencing is first because without proper referencing you will get a poor mark (or even no mark) no matter how well you've done with the other criteria.

**Referencing:** Have you adequately referenced and documented your evidence by use of citations, quotations and a bibliography? Have you used the Harvard style of referencing correctly?

**Content:** Does your essay indicate that you have analysed the question in a detailed and critical manner, and adequately supported your arguments through the use of evidence? Is the content of your essay relevant to the topic you have chosen?

**Structure:** Have you planned your essay carefully? How effectively is your material presented, organised and logically ordered? Is it relevant to the question? Does each paragraph have a main idea or theme?

**Effort:** Does your essay indicate evidence of wide reading? How much effort have you put into preparing and writing your essay?

**Originality:** Does your essay indicate originality and independence of thought (i.e. the capacity to raise your own questions and develop your own arguments)? Does your essay rely too heavily on quotes from texts rather than showing your own thinking about what you've read?

**Expression:** Is the quality of your expression clear? Is your grammar, punctuation and spelling correct?

**Introduction:** How well do you identify and formulate your argument, state your aim and introduce your topic?

**Conclusion:** Have you drawn together your arguments? Are your conclusions justified?

**Presentation:** Is the physical presentation of your essay neat? Are all its pages numbered and does it have a title page? Have you used 12 font, double spaced, at least 2cm margins?

<b>SCHOOL OF HUMANITIES AND SOCIAL SCIENCES</b>	
<b>Grade Descriptors</b>	
<b>A+ 90 – 100%</b>	<ul style="list-style-type: none"> <li>• Truly exceptional work • Displays genuine originality and sophistication of thought. Informed, up-to-date, also highly independent and persuasive • Exceptionally advanced conceptually and/or analytically</li> <li>• Methodologically sophisticated • Shows evidence of wide, enterprising and relevant reading, both primary and secondary • Expression lucid and perhaps elegant, and presentation scholarly and Professional • May have potential for publication</li> </ul>
<b>A 80 – 89%</b>	<ul style="list-style-type: none"> <li>• Outstanding work • Displays intellectual sophistication and some capacity for original thought • Informed, up-to-date, sustains a clear, cogent and persuasive argument • Advanced conceptually and/or analytically • Shows evidence of wide reading which has been effectively assimilated • Considerable methodological skills • Expression and presentation scholarly and professional</li> </ul>
<b>B 70 – 79%</b>	<ul style="list-style-type: none"> <li>• Strong to very strong work • Highly competent in conceptual, discursive and interpretive areas • Evidence of insight into topic and material • Informed by diligent and intelligent research • Shows awareness of methodological issues relevant to the topic, but does not pursue these rigorously or in detail • Sustains an argument and/or interpretation • Evidence of thinking which goes beyond lectures and tutorial discussion • Expression and presentation very competent throughout</li> </ul>
<b>C 60 – 69%</b>	<ul style="list-style-type: none"> <li>• Competent in skills of argumentation and interpretation • Sound use of sources • Can organise material but argument may lack clarity, or be very derivative, or be poorly structured. Alternatively, it may be good work which goes astray at crucial points • Adequate research and assimilation of relevant background material • Generally dependent upon lecture and tutorial material • Command of writing and presentation skills adequate</li> </ul>
<b>D 50 – 59%</b>	<ul style="list-style-type: none"> <li>• Adequate and passable • Lacks sophistication but has some understanding of the material and basic skills of argumentation and interpretation • May be poorly structured • Work will tend to be derivative and uneven in quality • Writing generally but not always grammatical • Presentation weak</li> </ul>
<b>N 45 – 49%</b>	<ul style="list-style-type: none"> <li>• Poor quality work which might achieve pass standard with further effort • Has some preliminary understanding of the material and relevant issues, but is unable to marshal a coherent argument or to develop detailed interpretation • May not understand the material or the question. The response may not be relevant to the question or project • May be extensively paraphrased or very derivative • May be under-length • Expression often ungrammatical, presentation skills very poor</li> </ul>
<b>N 44 and below:</b>	<ul style="list-style-type: none"> <li>• Very poor quality work. Unacceptable • Little or no evidence of effort or of basic academic or technical skills • Negligible grasp of the material or of relevant issues • Expression poor to the point of being illiterate • Very badly presented</li> </ul>

## Learning Resources

### STUDENT LEARNING

The Student Learning website has lots of resources to ensure that all La Trobe students – including those from non-English-speaking backgrounds – develop high-level academic speaking, writing, reading, and numeracy skills required for successful learning in their courses. Don't forget to click on the links on the right of the page for more help. For further information, please see the website at: <http://www.latrobe.edu.au/learning/>



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## LEARNING MANAGEMENT SYSTEM (LMS)

The Learning Management System (LMS) is an Internet based system which allows you access to learning materials and to interact with other students and teaching staff in activities related to your studies from any location with Internet access. Most subjects have a LMS site into which you are automatically added as part of your enrolment into the subject.

The LMS can be accessed at: <https://lms.latrobe.edu.au/login/index.php> by using your Username and Password provided to you on your *Statement of Account*. If you are having trouble accessing the LMS or want to find out more about LMS, please see the website at: <http://www.latrobe.edu.au/studentlmsinfo/moodle/index.html>

## LIBRARY

The Library has many valuable physical and online learning resources that can help you with your study. On campus students should get to know the physical Library environment by going on a Library Tour. All students should get familiar with the Library website where online resources include:

- It is worth looking at the library guide for anthropology: <http://latrobe.libguides.com/anthropology>
- LibSkills: <http://latrobe.libguides.com/libskills> – to teach you library research and information literacy skills;
- LibChat: <http://www.lib.latrobe.edu.au/chat/client.php?locale=en&style=original> - a library discussion forum allowing you to chat with a Librarian;
- Academic Referencing Modules [<http://latrobe.libguides.com/referencingmodules>] – to assist you to understand specific referencing styles;
- Academic Referencing Tool [<http://www.lib.latrobe.edu.au/referencingtool/non-flash/index.php>] – providing detailed referencing examples; and,
- Assignment Calculator [<http://www.lib.latrobe.edu.au/calculator/index.php>] – to assist you in time managing your assignments and submitting on time.

## STUDENT SUPPORT SERVICES

If you have special needs due to disability or other factors the Equality and Diversity Centre can provide advice and support. This Centre can be contacted by telephone on (03) 9479 2900 (Melbourne); (03) 5444 7410 (Bendigo); (02) 6024 9628 (Albury-Wodonga); **National Relay Service Deaf and Hearing Impaired**: T: 133677 (within Australia only). Email: [Equality@latrobe.edu.au](mailto:Equality@latrobe.edu.au) or refer to the website at: <http://www.latrobe.edu.au/equality/>.

# Policies, Procedures and Guidelines

The University has a comprehensive policy framework to which both staff and students must adhere. You should familiarise yourself with those policies, procedures and guidelines likely to affect you especially the following:

- Academic Integrity.
- Academic Progress.
- Assessment and Feedback.
- Extension to Submission Dates.
- Late Submission of Assessment Tasks.
- Occupational, Health and Safety [OHS].
- Privacy.
- Special Consideration.
- Student Charter.
- Use of Electronic Mail.

The relevant policies, procedures and guidelines can be found on the website at: <http://www.latrobe.edu.au/policy/>

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## ACADEMIC INTEGRITY

Academic integrity means being honest in academic work and taking responsibility for learning the conventions of scholarship. La Trobe University views this seriously as evidenced by the following extract:

Academic honesty is a fundamental principle in teaching, learning, research and scholarship. The University requires its academic staff and students to observe the highest ethical standards in all aspects of academic work and it demonstrates its commitment to these values by awarding due credit for honestly conducted scholarly work, and by penalising academic misconduct and all forms of cheating.

*Academic Integrity Procedures (2010, p. 1 of 6)*

Academic misconduct includes poor referencing, plagiarism, copying and cheating. You should familiarise yourself with your responsibilities in relation to Academic Integrity and if you have any questions, direct them to your Course Coordinator.

Information can be found on the website at: <http://www.latrobe.edu.au/students/learning/academic-integrity>

## SPECIAL CONSIDERATION

Special Consideration is the term used to describe a process that applies an equity measure to ensure that where any temporary adverse circumstances beyond the control of a student, that impact negatively on that student's ability to demonstrate their learning achievement for an assessment task, is taken into account.

Eligibility to apply for Special Consideration does not automatically imply eligibility to receive it. Certain criteria must be satisfied in order to receive Special Consideration. See: <http://www.latrobe.edu.au/special-consideration>

## EXTENSIONS, LATE SUBMISSIONS AND PENALTIES

There are policies and procedures to guarantee fair, consistent and transparent treatment of late submission of assessment tasks provide equity around extensions to submission dates and penalties associated with not submitting assessment by the due date and time.

Please refer to the relevant policies, procedures and guidelines website at: <http://www.latrobe.edu.au/policy/>

## RULES - SCHOOL/DISCIPLINE-SPECIFIC INFORMATION

See separate document on LMS