

Childhood and Youth across Cultures

Instructor	Bonnie O. Richard Office: TBD Open-door office hours: TBD Email: brichard@g. ucla.edu
Required Texts & Other Readings	Available for purchase at the ASUCLA Bookstore: <ul style="list-style-type: none"> • <i>Anthropology and Child Development: A Cross-Cultural Reader</i>. Edited by Robert A. LeVine and Rebecca S. New. Malden, MA: Blackwell Publishing. • <i>Course Reader</i> Other readings, as noted on course schedule, are available for download through the UCLA library databases.
<i>Course Description</i>	<p>This course will introduce students to the anthropological study of children and youth, drawing on classical and contemporary ethnography. Students will learn about the wide breadth and variety of childrearing practices, meanings and definitions of childhood and early life phases, and experiences of growing up across cultures. Norms and expectations for both parents and their offspring vary widely among human populations. We will explore the many different ways to raise children and to be a child, and will challenge our own views of what is good for children and what a good child is.</p> <p>Early anthropologists were interested in children because they wanted to know more about how <i>humans</i> became <i>persons</i>—how they learned to behave appropriately and to “fit in” with their respective societies. Throughout the twentieth century, psychological anthropologists have studied children in order to explore learning and cognition, as well as other questions in psychology related to social interaction and care. More recently, studies in the anthropology of childhood and youth have built on these foundations, but have added a greater emphasis on research <i>with</i> children, not just <i>on</i> them. This signifies attention by researchers and theorists to children’s agency—their ability to make decisions and impact the world around them—in contemporary studies.</p> <p>This course will provide an overview of the history of the field of childhood and youth studies in anthropology, theories dealing with attachment, socialization, and learning, and beliefs/ideals vs. practices. We will also learn about contemporary issues and debate in the anthropology of childhood, covering topics including children’s agency, schools and institutions, child work, war/ conflict, youth and politics, and contemporary discourses from the rights/ advocacy and economic development/non-profit sectors.</p>

<i>Requirements</i>	<u>Readings</u>	Do all readings as listed on the course schedule. I encourage you to take notes while reading and make your own “study guide” as you go so that you will be ready for the exams.
	<u>Class participation</u>	<p>Come to class on time, participate in discussions, and avoid using technology in ways that are inappropriate or distracting to others.</p> <p>At least once per week, we will do in-class exercises/ activities, often working in small groups, which will be turned in at the end of class. Exercises will not be graded, thus you can earn full points for the class participation grade simply by coming to class and taking part. On the other hand, if you miss class, you will NOT be able to make up the exercises.</p>
	<u>Response papers and discussion notes</u>	Throughout the course, you will be asked to do brief (1-2 page) written assignments based on the readings. You will be given a prompt along with specific format instructions. Turn in online before the start of class, and bring a copy for your own reference with you. (You will use it for in-class discussion.)
	<u>Take-home midterm assignment</u>	One 4-5-page essay will be due before the start of the first class of week 4. Students will choose one topic from three essay prompts, posted on the class website by 5pm the Thursday of week 3. The midterm is “take home” and “open book/open note” but students may NOT work together.
	<u>Take-home final assignment</u>	The final exam is similar in format to the midterm, but with two 3-page essays. You will choose two essay prompts from a larger set of options, posted by 5pm on the Tuesday of Week 6, and will be due by Sunday 4pm. The final is “take home” and “open book/open note” but students may NOT work together.
<i>Grading basis</i>	<p>Class participation (in-class exercises) = 15%</p> <p>Response papers/discussion notes = 30%</p> <p>Mid-term = 25%</p> <p>Final = 30%</p>	

<i>Policies</i>	<p><u>Late work</u> will receive a 3% deduction per day. (For example, an otherwise “B” paper that is one day late will become a “B-.”)</p> <p><u>All written work</u> will be submitted online through the app <u>Turn It In</u>, available via myUCLA. You will not receive credit if you do not submit through Turn It In. No hard copies will be accepted.</p> <p>Students requiring <u>special accommodation</u> must provide appropriate documentation from the UCLA Office for Students with Disabilities (OSD) by Monday of Week 2.</p> <p><u>If you miss class</u>, it is your responsibility to find out what you missed. Other students are your source for notes and any information. Exchange contact info with classmates during week 1 so that you have a backup plan in place. This is your responsibility as a student; it is NOT the instructor’s responsibility to you.</p> <p><u>If you have a crisis</u> that impacts your course attendance and participation, please communicate with your instructor as soon as absolutely possible. That way, we can work together to figure out the best way to move forward.</p>
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Course Schedule

Readings Key:

(E) = available for download through UCLA Library's electronic databases.

(L&N) = *Anthropology and Child Development*, edited by LeVine and New

(R) = Course Reader

(W) = available on course website

Topics	Date	Readings & Assignments
<ul style="list-style-type: none"> • Course overview • History of the field • Child socialization & development 	1.1	<input type="checkbox"/> Syllabus (W) <input type="checkbox"/> UCLA Academic Integrity (W)
	1.2	<input type="checkbox"/> Boas - "Plasticity in Child Development" pp. 18-21 (L&N) <input type="checkbox"/> Mead - "The Ethnography of Childhood" pp. 22-27 (L&N) <input type="checkbox"/> LeVine, Robert A. 2007. "Ethnographic Studies of Childhood: A Historical Overview." <i>American Anthropologist</i> 209(2): 247-260. (E)
<ul style="list-style-type: none"> • Who cares for children and why does it matter? • What is a good child and what are good parents? 	2.1	<input type="checkbox"/> LeVine et al. - "The Comparative Study of Parenting" pp. 55-65 (L&N) <input type="checkbox"/> Hewlett – "Fathers and Infants among Aka Pygmies" pp. 84-99 (L&N) <input type="checkbox"/> Weisner and Gallimore – "Child and Sibling Caregiving" pp. 264-269 (L&N) <input type="checkbox"/> Miller et al. – "Narrating Transgressions in U.S. and Taiwan" pp. 198-212 (L&N) ❖ Response Paper: Babysitting & Age of Responsibility. Compare your experiences and views as a "child" caring for other children to examples and patterns of caretaking in today's readings. <i>1-2 pages double-spaced. Due by start of class (week 2, day 1). Submit electronically to turnitin.com. Bring with you to class for your own reference during group discussion.</i>
	2.2	<input type="checkbox"/> Whiting, BB. 1996. "The Effect of Social Change on Concepts of the Good Child and Good Mothering: A Study of Families in Kenya." <i>Ethos</i> 24:3-25. (E) <input type="checkbox"/> Zhu, J. 2010. "Mothering Expectant Mothers: Consumption, Production, and Two Motherhoods in Contemporary China." <i>Ethos</i> 38: 406-412. (E) <input type="checkbox"/> Pelka, S. 2010. "Observing multiple mothering: A Case Study of Childrearing in a U.S. Lesbian-Led Family." <i>Ethos</i> 38: 422-440. (E)

<ul style="list-style-type: none"> • <u>Child & Youth Agency</u> <ul style="list-style-type: none"> ▪ Work ▪ Responsibility ▪ Politics ▪ Rights 	<p>3.1</p>	<ul style="list-style-type: none"> □ Montgomery, Heather. 2007. "Working With Child Prostitutes in Thailand: Problems of practice and interpretation." <i>Childhood</i> 14:415-430. (E) □ Porter, Karen A. 1996. "The Agency of Children, Work, and Social Change in the South Pare Mountains, Tanzania." <i>Anthropology of Work Review</i> 17(1-2): 8-19. (E) □ Alex, Gabrielle. 2007. "Work versus Education: Children's Everyday Life in Rural Tamil Nadu." In <i>Childhoods in South Asia</i>, edited by Deepak Kumar Behera. Pp. 119-139. New Delhi: Pearson Education. (R) <p>❖ Response paper: Ethics of Child Work. A prompt will be posted on the course website with specific questions to think about. <i>1-2 pages double spaced. Due by start of class (week 3, day 1). Submit electronically to turnitin.com. Bring with you to class for your own reference during class.</i></p>
	<p>3.2</p>	<ul style="list-style-type: none"> □ United Nations Convention on the Rights of the Child. Full text in various languages available on this website: http://www.unicef.org/magic/briefing/uncorc.html *In addition to the regular version, also look at the "child-friendly version." (E) □ Honwana, Alcinda. 2002. "Negotiating Post-war Identities: Child Soldiers in Mozambique and Angola." In <i>Contested Terrains and Constructed Categories</i>, G. Bond and N. Gibson, eds. New York: Westview Press. (R) □ Fewkes, Jacqueline. 2010. "Planning to Play Cricket: Child Training for Citizenship Work in a North Indian Development Initiative." <i>Journal of South Asian Development</i> 5(2): 243-269. (E) <p>❖ Bring questions for midterm review</p>
<ul style="list-style-type: none"> • <u>Contemporary Issues</u> <ul style="list-style-type: none"> ▪ Poverty & Inequality ▪ Health ▪ Gender ▪ Schools 	<p>4.1</p>	<ul style="list-style-type: none"> □ Guldán, Georgia S. 2000. "Paradoxes of Plenty: China's Infant- and Child-Feeding Transition." Pp. 27-47 in <i>Feeding China's Little Emperors: Food Children, and Social Change</i>, J. Jing, ed. Stanford, CA: Stanford University Press. (R) □ Camfield, Laura, and Yisak Tafere. 2009. "No, living well does not mean being rich': Diverse understandings of well-being among 11-13-year-old children in three Ethiopian communities." <i>Journal of Children and Poverty</i> 15:119-138. (E)

<ul style="list-style-type: none"> ▪ Economic development ▪ Globalization 	4.2	<ul style="list-style-type: none"> □ Bourgois, Philippe. 1998. "Families and Children in Pain in the U.S. Inner City." In <i>Small Wars: The Cultural Politics of Childhood</i>, N. Schemer-Hughes and C. Sargent, eds. Berkeley: University of California Press. (R) □ Lancy, David. 2008. "Suffer the Children." Chapter 10 (pp. 352-376) from Lancy's <i>The Anthropology of Childhood: Cherubs, Chattel, Changelings, 1st ed.</i> Cambridge University Press. (R) <p>❖ Prepare discussion notes on poverty and inequality, and effects on children and youth. A prompt with more specific questions to think about will be posted online. <i>1-2 pages double spaced (outline/notes format). Due by start of class (week 4, day 2). Submit electronically to turnitin.com. Bring with you to class for your own reference during discussion.</i></p>
	5.1	<ul style="list-style-type: none"> □ Lancy, David. 2008. "How Schools Can Raise Property Values" Chapter 9 (pp. 205-351) from Lancy's <i>The Anthropology of Childhood: Cherubs, Chattel, Changelings, 1st ed.</i> Cambridge University Press.(R) □ Grodzins Gold, Ann. 2010. "New Light in the House: Schooling Girls in Rural North India." Pp. 80-93 in <i>Everyday Life in South Asia, 2nd ed</i>, D. Mines and S. Lamb, eds. Bloomington and Indianapolis: Indiana University Press. (R)
	5.2	<ul style="list-style-type: none"> □ Seymour, Susan C. 2010. "Environmental Change, Family Adaptations, and Child Development: Longitudinal Research in India." <i>Journal of Cross-Cultural Psychology</i> 41:578-591. (E) □ Rogoff et al. – "Age and Responsibility" pp. 251-263. (L&N) <p>❖ Prepare discussion notes on schooling, institutions, and social change. A prompt with specific questions to think about will be posted online. <i>1-2 pages double spaced (outline/notes format). Due by start of class (week 4, day 2). Submit electronically to turnitin.com. Bring with you to class for your own reference during class.</i></p>
	6.1	<ul style="list-style-type: none"> □ Chau, Adam Yuet. 2006. "Drinking Games, Karaoke Songs, and Yangge Dances: Youth Cultural Production in Rural China." <i>Ethnology</i> 45(2). (E) □ Yan, Yunxiang. 1999. "Rural Youth and Youth Culture in North China." <i>Culture, Medicine and Psychiatry</i> 23(1): 75-97. (E)

<ul style="list-style-type: none"> • Methods & ethics in child/youth research • Review 	6.2	<ul style="list-style-type: none"> □ Morrow, Virginia. 2013. "Practical Ethics in Social Research with Children and Families in Young Lives: A longitudinal study of childhood poverty in Ethiopia, Andhra Pradesh (India), Peru and Vietnam." <i>Methodological Innovations Online</i> 8(2): 21-35. (E) □ Johnston, Joy. 2008. "Methods, Tools and Instruments for Use with Children." <i>Young Lives Technical Note 11</i>. (E) http://www.younglives.org.uk/publications/TN/methods-tools-instruments-use-children <p style="text-align: center;">❖ <u>Bring questions and notes for review</u></p>
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