Faculty Web Page and MYSJSU Messaging (Optional)
Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page at http://www.sjsu.edu/people/guadalupe.salazar.

Course Description
Until fairly recently children were relegated to the margins of anthropology where they were embedded in studies about child-rearing practices and socialization. There was a tendency to view children as incomplete adults-in-the-making and not recognize their agency, individuality, and culture. Contemporary anthropologists working with children use ethnography to explore their everyday lives from their perspective, their actions and beliefs, as well as, how they shape and are shaped by their environment. Children have emerged as social actors actively engaged in the production of culture and legitimate subjects of study.

This class will pay attention to the various factors that influence children’s daily lives such as socioeconomic status, race, class, gender and identity. We will explore the ways in which children are culturally constructed, bounded, and spoken about cross-culturally and devote attention to institutions that shape them. However, the aim of this class is to keep children central and focus on their agency. The course is organized into three parts: 1. Researching Children, 2. Learning Culture, and 3. Kids, Teens and Culture. Part 1 examines the position of children in anthropology, how meanings of childhood have changed, and different ways of understanding what it means to be a child. Part 2 reviews key sites where children learn culture – the family, schools, and peers and children’s active role therein. Part 3 focuses in on children’s agency, individuality and culture. It considers how children interact with their environment as well as how the environment influences their culture.

Course Learning Objectives
Students who satisfactorily complete this course will:
- Be able to explain the distinct contribution of anthropology to understanding children and childhood.
- Be able to explain cross-cultural perspectives on children and childhood; and how children shape and are shaped by their environment.
- Be able to recognize and analyze the interaction of social institutions, culture and environment with individual and collective behavior.
- Develop knowledge about childhood in several societies in depth using ethnographies.

**Required Texts/Readings**


8. Additional course readings: PDF’s available on my faculty page.

The books are available through the Spartan Bookstore and Amazon.com.

**Classroom Protocol / Student Responsibilities**

- Please do not use your cell phones or MP3 players for any purpose during class. However, if you are expecting an important call you should notify me so we can make arrangements. Please do not use your computers to take notes during in-class films.

- I have a zero-tolerance policy for cheating and plagiarism; if you cheat or plagiarize you will fail the course! Incidences of cheating or plagiarism will be turned into the academic integrity office. Students are responsible to understanding and adhering to the academic integrity policy.

- If you miss a class, ask your fellow students for copies of their notes. If you need further help, please come to my office hours.

**Student Responsibilities**

- Download and refer to the guidelines for the ethnographic exercises and group project. Please write clearly and correctly and seek help if you need it. Please proofread your papers carefully. Reading your work aloud often reveals mistakes in syntax and spelling.

- No electronic submission of work – do not email me your papers!

- Late papers will only be accepted with permission. Please note: five (5) points will be deducted for each day past the due date.
• If you know in advance that you will be unable to attend an exam, it is your responsibility to contact me immediately by either e-mailing or telephoning me, leaving a message for me in the Anthropology Department office, or by coming by during my office hours.

• Only students with a documented excuse will be able to take a make-up exam.

• Students are responsible for understanding policies about adding, dropping, and incompletes.

• Students are responsible for being aware of assignment due dates, midterm dates, and the final exam schedule.

• If you have any concerns about your class performance or comprehension, see me in my office hours or schedule an appointment. I am always willing to help students and I care about whether students are grasping the material and enjoying the class.

Assignments and Grading Policy

There is one midterm examination, three ethnographic exercises, and a final exam in this course.

**Midterm:** The exam may include multiple choice, True and False, Fill-in the blank and short essay questions based on the lectures and readings.

**Ethnographic Exercises:** During the course of the semester, each student is responsible for writing 3 short ethnographic essay (3 pages in length; double spaced) based on observations of children and youth in public spaces. These essays must be directly linked to topics covered in class and due on the Tuesday the topic is covered (i.e., if you want to observe children in family settings then the ethnographic exercise is due on the week 5 when we cover the institution of family). These assignments are intended to help you apply an ethnographic approach to understanding social phenomena. They will require some work, however, the activities ought to be thought provoking and fun. A detailed handout will be distributed in class.

**Term Paper** – Students will research and write an 8-page (double spaced, not including cover page or references) term paper that analyzes an aspect of contemporary childhood or adolescent culture that you find interesting. A detailed handout will be distributed in class.

**Final:** The final may include multiple choice, True and False, Fill-in the blank and short essay questions based on the lectures.

**Grading Distribution**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Grade Range</th>
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</thead>
<tbody>
<tr>
<td>Midterm</td>
<td>50</td>
<td>A- to A+ = 210-225 points</td>
</tr>
<tr>
<td>Ethnographic Exercises (3@25)</td>
<td>75</td>
<td>B- to B+ = 181-209 points</td>
</tr>
<tr>
<td>Term Paper</td>
<td>50</td>
<td>C- to C+ = 151-180 points</td>
</tr>
<tr>
<td>Final Exam</td>
<td>50</td>
<td>D- to D+ = 120-150 points</td>
</tr>
<tr>
<td>Total</td>
<td>225</td>
<td>F = below 119 points</td>
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</tbody>
</table>

I assign plus and minus grades at my discretion and use in class participation to adjust marginal grades.
Departmental Goals
Learn about the goals of the anthropology department and how it can benefit your education.
Goals  http://www.sjsu.edu/anthropology/departmentinfo/goals/index.html

Credit Hours
Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

University Policies
Here are some of the basic university policies that students must follow.

Dropping and Adding
Find the procedures and deadlines for adding and dropping classes.

Catalog Policies  http://info.sjsu.edu/static/catalog/policies.html
Add/drop deadlines  http://www.sjsu.edu/provost/services/academic_calendars/
Late Drop Policy  http://www.sjsu.edu/aars/policies/latedrops/policy/

Consent for Recording of Class and Public Sharing of Instructor Material
All students must obtain the instructor’s permission if they wish to record lectures or distribute materials from the class.

University Policy S12-7  http://www.sjsu.edu/senate/docs/S12-7.pdf

Academic integrity
Learn about the importance of academic honesty and the consequences if it is violated.

University Academic Integrity Policy S07-2  http://www.sjsu.edu/senate/docs/S07-2.pdf
Student Conduct and Ethical Development website  http://www.sjsu.edu/studentconduct/

Campus Policy in Compliance with the American Disabilities Act
Here are guidelines to request any course adaptations or accommodations you might need.

Accessible Education Center  http://www.sjsu.edu/aec

Resources
The university provides resources that can help you succeed academically. Just look here.

Academic Success Center  http://www.sjsu.edu/at/asc/
Peer Connections website  http://peerconnections.sjsu.edu
Writing Center website  http://www.sjsu.edu/writingcenter
Counseling Services website  http://www.sjsu.edu/counseling
Students will be informed about changes to the schedule ahead of time. Students are responsible for noting those changes.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan. 23</td>
<td><strong>Introduction</strong>&lt;br&gt;Class goals and format, review syllabus, add/drop process &amp; deadlines…</td>
</tr>
<tr>
<td>6</td>
<td>Feb. 25</td>
<td><strong>Read:</strong> Koushoul (2011) Researching Family through the Everyday Lives of Children Across Home and Day Care in Denmark. <em>Ethos</em>, pp. 98-114&lt;br&gt;<strong>Film:</strong> <em>Four Families</em> (XS0902; 59 min)</td>
</tr>
<tr>
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<td></td>
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<td><strong>Read:</strong> Lareau (2003) Ch. 11: Beating with a Belt, Fearing “the School”: Little Billy Yanelli, pp. 221-232</td>
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</tbody>
</table>
| 7    | Mar. 4     | **School-Aged Children and Friendships**  
**Mar. 6**  
**Film:** *Preschool in Three Different Cultures: Japan, China and the United States* (EAA0013; 58 min)                                                                                                                                  |
|      | Mar. 6     | **Read All:** MacLeod (2008) Ain’t No Makin’ It: Aspirations and Attainment in a Low Income Neighborhood                                                                                                                                 |
| 8    | Mar. 11    | **Educational System**  
**Mar. 13**  
**Read All:** MacLeod (2008) Ain’t No Makin’ It: Aspirations and Attainment in a Low Income Neighborhood                                                                                                                                 |
| 9    | Mar. 18    | **Midterm**                                                                                                                                                                                                                            |
|      | Mar. 20    | **Society for Applied Anthropology Meetings**                                                                                                                                                                                          |
| 10   | Mar. 25 &  
Mar. 27 | **SPRING BREAK!!!**                                                                                                                                                                                                                        |
| 11   | Apr. 1     | **Part 3: Kids, Teens and Culture**  
**Film:** *Toddlers and Tiaras* (30 min)                                                                                                                                                                                              |
|      | Apr. 3     | **“Tween” Culture**  
**Read:** Corsaro (2004) Ch. 8: Preadolescent Peer Culture in *The Sociology of Childhood*. Pine Forge Press, pp. 163-188  
|      | Apr. 10    | **Teenagers, Resistance and Choices**  
| 12   | Apr. 15    | **Read All:** Leblanc (2005) Pretty in Punk: Girls’ Gender Resistance in a Boys’ Subculture                                                                                                                                               |
|      | Apr. 17    | **Sexual and Sexualized Beings**  
**Read:** Montgomery (2009) Ch. 7: Children and Sexuality, pp. 181-200  
<p>| 13   | Apr. 22    | <strong>Consumer Culture</strong>                                                                                                                                                                                                                     |</p>
<table>
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</thead>
<tbody>
<tr>
<td></td>
<td>May 1</td>
<td><strong>Media Culture</strong></td>
</tr>
<tr>
<td></td>
<td>May 8</td>
<td><strong>Childhood Today</strong></td>
</tr>
<tr>
<td>17</td>
<td>May 13</td>
<td><strong>Wrap –up</strong></td>
</tr>
<tr>
<td>Final Exam</td>
<td>May 15</td>
<td><strong>Final Exam</strong> 7:15 am – 9:30 am Washington Square 004</td>
</tr>
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