

San José State University
College of Social Sciences
ANTH 109, Kids, Teens and Culture, Spring 2014

Instructor: Dr. Guadalupe Salazar
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Email: guadalupe.salazar@sjsu.edu
Office Hours: T/TH 8:00 – 8:30 am
12:00 – 1:00 pm
3:00 – 4:00 pm
Class Days/Time: Tuesday / Thursday 10:30 am – 11:45 am
Classroom: Washington Square 004

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

1. Montgomery, H. (2009). An Introduction to Childhood: Anthropological Perspectives on Children's Lives. Wiley-Blackwell Publications.
2. Small, M. (1994). Our Babies, Ourselves: How Biology and Culture Shape the Way We Parent. New York: Anchor Books. **Available as an e-book at the King Library.**
3. Colapinto, J. (2000). As Nature Made Him: The Boy Who Was Raised as a Girl. Harper Press.
4. Lareau, A. (2003). Unequal Childhoods: Class, Race and Family Life. University of California Press. **Available as an e-book at the King Library.**
5. MacLeod, J. (2008). Ain't No Makin' It: Aspirations and Attainment in a Low Income Neighborhood, 3rd ed. Westview Press. **Available as an e-book at the King Library.**
6. LeBlanc, L. (2005). Pretty in Punk: Girls' Gender Resistance in a Boys' Subculture. Rutgers University Press. **Available as an e-book at the King Library.**
7. Buckingham, D. (2011). The Material Child: Growing Up in Consumer Culture. Polity Press.
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

Midterm	50 points	A- to A+ = 210-225 points
Ethnographic Exercises (3@25)	75 points	B- to B+ = 181-209 points
Term Paper	50 points	C- to C+ = 151-180 points
Final Exam	<u>50 points</u>	D- to D+ = 120-150 points
Total	225 points	F = below 119 points

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.

Presidential Directive 97-03 http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf

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>

ANTH 109

Spring 2014

Course Schedule

Students will be informed about changes to the schedule ahead of time. Students are responsible for noting those changes.

Week	Date	Topics, Readings, Assignments, Deadlines
1	Jan. 23	Introduction Class goals and format, review syllabus, add/drop process & deadlines...
2	Jan. 28	Part 1: Researching Children and Childhood Understanding Children: Cultural Anthropology Read: Montgomery (2009) Ch. 1, Childhood Within Anthropology, pp. 17-49 Read: Hirschfeld, Lawrence (2002) Why Anthropologists Don't Like Children. <i>American Anthropologist</i> , pp. 611-627
	Jan. 30	Read: Levine (2007) Ethnographic Studies of Childhood: A Historical Overview. <i>American Anthropologist</i> , pp. 247-260 Film: <i>Children, Enfants, Niños</i> (FB0145; 23 min)
3	Feb. 4	Understanding Children: Archaeology Read: Kamp (2001) Where Have All the Children Gone? The Archaeology of Childhood. <i>Journal of Archaeological Method and Theory</i> , pp.1-34 Read: Baxter (2005) Archaeology of Childhood in Context. American Anthropological Association, pp. 1-9
	Feb. 6	Read: Snyder (1992) Innocents in a Worldly World: Victorian Children's Gravemarkers in <i>Cemeteries & Gravemarkers: Voices of American Culture</i> , pp. 11-29
4	Feb. 11	Understanding Children: Biology Read: Small (1999) Ch. 1: The Evolution of Babies, pp. 1-41 Read: Montgomery (2009) Ch. 2: What is a Child?, pp. 50-78
	Feb. 13	<i>Anthropology of Childhood and Youth Annual Meetings</i>
5	Feb. 18	Children and the Nurture / Nature Debate Read: Resenberger (1983) Margaret Mead: The Nature-Nurture Debate in <i>Anthropological Perspectives</i> , pp. 24-30 Read All: Colapinto (2000) <u>As Nature Made Him: The Boy Who was Raised as a Girl</u>
	Feb. 20	Part 2: Learning Culture The Institution of the Family Read: Small (1992) Ch. 2: The Anthropology of Parenting, pp. 43-70 Read: Small (1992) Ch. 3: Other Parents, Other Ways, pp. 71-108 Read: Pugh (2005) Selling Compromise: Toys, Motherhood, and the Cultural Deal. <i>Gender and Society</i> , pp. 129-149
6	Feb. 25	Read: Koushoults (2011) Researching Family through the Everyday Lives of Children Across Home and Day Care in Denmark. <i>Ethos</i> , pp. 98-114 Film: <i>Four Families</i> (XS0902; 59 min)
	Feb. 27	Concerted Cultivation and the Accomplishment of Natural Growth Read: Lareau (2003) Ch. 2: Social Structure and Daily Life, pp. 14-32 Read: Lareau (2003) Ch. 6: Developing Alexander Life, pp. 108-133

Week	Date	Topics, Readings, Assignments, Deadlines
		Read: Lareau (2003) Ch. 11: Beating with a Belt, Fearing “the School”: Little Billy Yanelli, pp. 221-232
7	Mar. 4	School-Aged Children and Friendships Read: Montgomery (2009) Ch. 4, Family, Friends and Peers, pp. 104-132 Read: Candappa and Igbinigie (2003) Everyday Worlds of Young Refugees in London. <i>Feminist Review</i> , pp. 54-65
	Mar. 6	Film: <i>Preschool in Three Different Cultures: Japan, China and the United States</i> (EAA0013; 58 min)
8	Mar. 11	Educational System Read: Gordon (1984) Paul Willis: Education, Cultural Production and Social Reproduction. <i>British Journal of the Sociology of Education</i> , pp. 105-115
	Mar. 13	Read All: MacLeod (2008) <u>Ain’t No Makin’ It: Aspirations and Attainment in a Low Income Neighborhood</u>
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 Prelude to Kids, Teens and Culture Read: Isaacs (2011) Much Clamour about Glamour. <i>Journal of Paediatrics and Child Health</i> , pp. 847-848 Film: <i>Toddlers and Tiaras</i> (30 min)
	Apr. 3	“Tween” Culture Read: Corsaro (2004) Ch. 8: Preadolescent Peer Culture in <u>The Sociology of Childhood</u> . Pine Forge Press, pp. 163-188 Read: Fisherkeller (1997) Everyday Learning about Identities among young Adolescents in Television Culture. <i>Anthropology & Education Quarterly</i> , pp. 462-497.
12	Apr. 8	Read: Pilcher (2009) What Not to Wear? Girls Clothing and “Showing” the Body. <i>Children and Society</i> pp. 461-470 Read: Schaffer and Skinner (2009) Performing Race in Four Culturally Diverse Fourth Grade Classrooms. <i>Anthropology & Education Quarterly</i> , pp. 277-296
	Apr. 10	Teenagers, Resistance and Choices Read: Goto (1997) Nerds, Normal People and Homeboys: Accommodation and Resistance Among Chinese American Students. <i>Anthropology & Education</i> , pp. 70-84.
13	Apr. 15	Read All: Leblanc (2005) <u>Pretty in Punk: Girls’ Gender Resistance in a Boys’ Subculture</u>
	Apr. 17	Sexual and Sexualized Beings Read: Montgomery (2009) Ch. 7: Children and Sexuality, pp. 181-200 Read: Murcott (1980) The Social Construction of Teenage Pregnancy: A Problem in the Ideologies of Childhood and Reproduction. <i>The Sociology of Health and Illness</i> , pp. 1-23 Read: Silver (2008) The Politics of Regulation: Adolescent Mothers and the Social Context of Resiliency. <i>Voices</i> , pp. 1-11
14	Apr. 22	Consumer Culture

Week	Date	Topics, Readings, Assignments, Deadlines
	Apr. 24	Read: Cook (2004) Betwixt and Be Tween: Age Ambiguity and the Sexualization of the Female Consuming Subject. <i>Journal of Consumer Culture</i> , pp. 203-227 Read: Buckingham (2011) <u>The Material Child: Growing Up in a Consumer Culture</u> , pp. 1-82
15	Apr. 29 May 1	Media Culture Read: Poyntz and Hoechsmann (2011) Children's Media Culture in a Digital Age. <i>Sociology Compass</i> , pp. 488-498 Read: Buckingham (2011) <u>The Material Child: Growing Up in a Consumer Culture</u> , pp. 83-163
16	May 6 May 8	Read: Buckingham (2011) <u>The Material Child: Growing Up in a Consumer Culture</u> , pp. 164-230 Childhood Today
17	May 13	Wrap –up
Final Exam	May 15	7:15 am – 9:30 am Washington Square 004