

ANTH-180: THE ANTHROPOLOGY OF CHILDHOOD

Effective Term

Fall 2025

CC Approval

01/21/2025

AS Approval

02/13/2025

BOT Approval

02/20/2025

COCI Approval

04/30/2025

SECTION A - Course Data Elements

CB04 Credit Status

Credit - Degree Applicable

Discipline

Minimum Qualifications	And/Or
Anthropology (Master's Degree)	

Subject Code

ANTH - Anthropology

Course Number

180

Department

Anthropology (ANTH)

Division

Arts and Humanities (ARAH)

Double Coded With

CFS-180

Department

Division

Career Education and Workforce Development (CEWD)

Full Course Title

The Anthropology of Childhood

Short Title

Anth of Childhood

CB03 TOP Code

2202.00 - Anthropology

CB08 Basic Skills Status

NBS - Not Basic Skills

CB09 SAM Code

E - Non-Occupational

Rationale

Course is being updated as part of regular curriculum process.

SECTION B - Course Description

Catalog Course Description

A comparative study of childhood as experienced in a variety of world cultures. Explores different cultural patterns of child rearing and the differential experiences of childhood as they are influenced by race, class, gender and environmental variables. The role of women and girls as child bearers, caretakers and providers will be emphasized. The effects of rapid culture change on children will be studied with particular emphasis on poverty, armed conflict, and HIV/AIDS.

SECTION C - Conditions on Enrollment

Open Entry/Open Exit

No

Repeatability

Not Repeatable

Grading Options

Letter Grade or Pass/No Pass

Allow Audit

Yes

Requisites

Advisory Prerequisite(s)

Eligibility for ENGL-C1000 or equivalent with a minimum grade of C.

SECTION D - Course Standards

Is this course variable unit?

No

Units

3.00

Lecture Hours

54.00

Outside of Class Hours

108

Total Contact Hours

54

Total Student Hours

162

Distance Education Approval

Is this course offered through Distance Education?

Yes

Online Delivery Methods

DE Modalities	Permanent or Emergency Only?
Entirely Online	Permanent
Hybrid	Permanent
Online with Proctored Exams	Permanent

SECTION E - Course Content

Student Learning Outcomes

Upon satisfactory completion of the course, students will be able to:	
1.	Explain the role of culture in the lived experiences of children and parents using anthropological perspectives and ethnographic field methods.
2.	Articulate appreciation for the contributions of various cultural groups both within and outside of the United States to an anthropological study of childhood and children.

Course Objectives

Upon satisfactory completion of the course, students will be able to:	
1.	Summarize the different ways 'childhood' is experienced by various cultural groups around the world, and how these experiences influence child development.
2.	Describe the cultural backgrounds and contributions of various ethnicities, including groups that identify with or seek to redefine African American, Chicano/Latino, and/or Asian American experiences.
3.	Explain, using ethnographic methods, the effects of culture change on children and childhood, particularly in times of poverty and/or armed conflict.
4.	Recognize alternative family structures and cultural differences in parenting within and outside of the United States, recognizing the barriers to role change.
5.	Articulate the unique contributions of women and girls as bearers of children, providers of childcare, and producers of food and family income.

Course Content

1. Anthropology and the historical absence of children/childhood in social sciences research
2. Culture and the study of childhood
3. International attempts to arrive at a "children's rights" discourse
4. Questioning concepts of "motherhood" and "fatherhood" across cultures
5. Diversity of childbirth systems and parenting options around the world
6. Gendered and culture-based roles of children and parents in various contexts (family, community, education, religious roles, etc.)
7. Children and the impacts of HIV and AIDS (Africa focus)
8. Local, national, and international intervention strategies for women and children (armed conflict focus)
9. Varying concepts of crime and punishment among parents and children in diverse settings (prison focus, poverty focus)
10. Different interpretations of child poverty and maltreatment
11. Children as producers and agents of culture change
12. Ethnographic interviewing techniques and effective qualitative/quantitative research design in anthropology
13. Diversity in family and kinship structures
14. Children as consumers of culture
15. Pediatrics, maternal and child healthcare, and the embodiment of cultural beliefs
16. Children and violence
17. Identity formation and the role of culture, family, and community
18. Recognition of one's own contributions to childhood culture
19. Awareness of ethnocentricity, stereotypes, prejudices, racism, and sexism in the contexts of childhood and parenting

Methods of Instruction

Methods of Instruction

Types	Examples of learning activities
Lecture	A Socratic-type lecture about theory in anthropology and childhood studies.
Discussion	Discuss the challenges of developing a global "child's rights discourse" in a diverse world.
Activity	Using Quizlet, Booklet, or similar to review important concepts from the textbook(s).
Critique	A written media critique about the portrayals of childhood in advertising.
Field Trips	A trip to the Tulocay cemetery to analyze the symbolism and beliefs expressed through cemetery and mortuary artifacts (gravestones, mausoleums, etc.).

Group Work	A group presentation or project that analyzes the most recent State of the World's Children UNDP report.
Journal	Submitting a reflective, personal journal about the student's own reactions to course material.
Visiting Lecturers	A representative from a non-profit organization relevant to the field of children and childhood studies and/or anthropology.
Individualized Instruction	A scheduled "1-on-1" meeting with the instructor as a required piece of a larger project.

Instructor-Initiated Online Contact Types

Announcements/Bulletin Boards
 Chat Rooms
 Discussion Boards
 E-mail Communication
 Telephone Conversations
 Video or Teleconferencing

Student-Initiated Online Contact Types

Chat Rooms
 Discussions
 Group Work

Course design is accessible

Yes

Methods of Evaluation

Methods of Evaluation

Types	Examples of classroom assessments
Exams/Tests	A short essay final exam that addresses major course content and contains embedded questions to improve future testing efforts.
Essays/Papers	Written responses to the following question: "From the Goldstein article, it is evident that women imprisoned for Fatal Child Maltreatment (FCM) consider themselves "good mothers." How did certain segments of society encourage and/or discourage this belief?
Projects	A group project that chooses one of the United Nations' Sustainable Development Goals (SDGs) and analyzes the current work being done globally to achieve that goal with regard to women, mothers, and girls.
Quizzes	A team-based, multiple choice vocabulary quiz designed in Quizlet.
Portfolios	Submission of a semester-long interview research portfolio that contains specific qualitative and quantitative elements of interview question design, consent forms, etc.
Homework	Read the "Introduction" section of Scheper-Hughes' "Death Without Weeping," paying special attention to the research methods she intends to use in her study.

Assignments

Reading Assignments

Reading assignments may include selections from textbooks, research studies, news articles, materials handed out in class (or online for online/hybrid courses), and other relevant supplemental materials as needed.

For example:

1. Read the Picone (1999) article in *Small Wars* on the diverse relationships between surrogates and commissioning parents in the United States.
2. Read the supplemental handout covering the changing demographics among surrogates and commissioning parents in the United States.
3. Read the legal text of the United Nations' International Convention on the Rights of the Child (UNICRC) and choose at least three of the 54 Articles listed to discuss in small groups.

Writing Assignments

Written assignments that require critical thinking about course content and related course activities (field trips, guest lectures, etc.). For example:

1. Written responses that address the readings, lectures, and class discussions and document personal reactions to course material. Instructor may provide some direction in the form of 'thinking questions' at the end of each lecture. Students may choose to answer these questions or develop questions of their own to explore.

For example:

It is clear in the Scheper-Hughes article on child punishment in Brazil that poorer children live in a 'kite-eat-kite' world. How do you think this relates to American ideas of a 'dog-eat-dog' world? In what ways is it different?

2. Structured interview analysis that develops ethnographic field techniques using qualitative and quantitative methods and rationale.

For example:

Childhood Interview Project: Students may conduct an interview of either:

1. A person who is perceived to be ethnically different from themselves, or
 2. A person who was born and raised outside of the United States. They may not interview someone to whom they are related, but they may interview classmates that fit the above criteria. The purpose of this paper is to apply knowledge gained from lectures, readings, and class discussions to enhance the understanding of ethnically diverse populations and to experience:

- a. Developing rapport with a person they don't know
- b. Issues of ethics, confidentiality and anonymity
- c. Understanding the elements of narrative analysis
- d. Documenting life histories from an emic perspective
- e. Awareness of bias, ethnocentric, and/or stereotypical categories
- f. Using the interview process as an anthropological fieldwork tool

The subsequent paper based on the interview will assist in the integration of class material with 'real world' experience. Students will submit their interview questions in advance for instructor approval and obtain informed consent from interviewees.

3. Select one article from your instructor's approved list and write a short summary of the article and your interpretation of how this article fits within the student learning objectives for this course.

Other Assignments

Other assignments may include those associated with larger projects and supplemental activities to classroom content.

For example:

Family Lineage Project: Among the items covered in this project are:

- a. The importance or unimportance of naming, which varies cross-culturally.
 - b. Geographic movement of ancestors (migration/immigration issues);
 - c. Familial values, language, education, how ideals and norms are transmitted through enculturation.
 - d. Importance or unimportance of traditions, holidays, celebrations.
 - e. Familial roles (decision-making, child-rearing, etc.).
 - f. Arrangements of family and extended families.
 - g. Expectations/treatment of girls and boys, the young and elderly, sick and healthy, etc.
 - h. Experience living in a heterogeneous or homogeneous neighborhood.
 - i. Practices that are used among their own families' ideas about what is right and wrong (morals), family values and roles of family members, and who had the most impact on their life choices.
 - j. Use of cultural artifacts - photos, symbols, drawings, stories, etc.
2. Work with your assigned group members to create an informational pamphlet about a child or childhood-focused non-profit organization. Include the organization's goals, mission, vision, values, activities, and provide on simple action a single person can do to help your chosen organization thrive.
3. Using the history of Halloween as a traditional "American" holiday, work with your partner to develop a short list of acceptable and unacceptable role reversals during this period. How might Halloween represent a "social catharsis" for children, as highlighted by Lancy (2022)?

SECTION F - Textbooks and Instructional Materials

Material Type

Textbook

Author

Baxter, Jane Eva

Title

The Archaeology of Childhood

Edition/Version

2

Publisher

Rowman & Littlefield

Year

2022

ISBN #

9781442268500

Material Type

Textbook

Author

Scheper-Hughes, Nancy and Carolyn Sargent, Eds.

Title

Small Wars: The Cultural Politics of Childhood

Edition/Version

1

Publisher

University of California Press

Year

1999

Rationale

This is a classic textbook in the anthropology of childhood.

ISBN #

9780520209183

Material Type

Textbook

Author

Fadiman, Anne

Title

The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures

Publisher

Farrar, Straus, and Giroux

Year

2012

Rationale

This book is a classic text in the anthropology of childhood.

ISBN #

9780374533403

Material Type

Textbook

Author

Lancy, David F.

Title

The Anthropology of Childhood: Cherubs, Chattel, Changelings

Edition/Version

3

Publisher

Cambridge University Press

Year

2022

ISBN #

9781108931991

Material Type

Open Educational Resource (OER)

Author

UNICEF

Title

The State of the World's Children: Children, Food, and Nutrition - Growing Well in a Changing World

Edition/Version

2019

Publisher

UNICEF

Year

2019

ISBN #

9789280654424

Material Type

Textbook

Author

Scheper-Hughes, Nancy

Title

Death Without Weeping: The Violence of Everyday Life in Brazil

Edition/Version

1

Publisher

The University of California Press

Year

1993

Rationale

This is a classic text in the field of anthropology and childhood.

ISBN #

9780520075375

Course Codes (Admin Only)

ASSIST Update

No

CB00 State ID

CCC000269377

CB10 Cooperative Work Experience Status

N - Is Not Part of a Cooperative Work Experience Education Program

CB11 Course Classification Status

Y - Credit Course

CB13 Special Class Status

N - The Course is Not an Approved Special Class

CB23 Funding Agency Category

Y - Not Applicable (Funding Not Used)

CB24 Program Course Status

Program Applicable

Allow Pass/No Pass

Yes

Only Pass/No Pass

No