

The Anthropology Childhood
ANTH 2301 (Fall 2018)
MW, 10:00-11:15, LA 273

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Overview

Anthropologists know that childhood is neither universally conceptualized nor universally experienced. Both beliefs about childhood and the lived reality of children differ across time and space, and within both. Like all topics anthropologists study, furthermore, childhood has been viewed from a range of theoretical perspectives. This course will touch briefly on this range of approaches. We will draw more heavily, however, on ethnographic accounts that challenge us to think about children and childhood deeply, critically, cross-culturally, globally and within the context of unequal access to resources. The study of children and childhood, finally, is a useful arena within which to review a range of key anthropological concepts, something we will undertake throughout the term.

Expectations

This course will be part lecture, part seminar, which means students will be expected to actively participate as listeners and as contributors to discussions. Lectures and discussions will typically relate closely to readings and films, and it is expected that students will come to class prepared, having read and deeply considered the assigned articles or chapters. Similarly, it also is expected that students will actively view and take notes when watching films.

Daily attendance will not be taken. However, as described below, regular and previously unannounced assignments will be explained and/or undertaken in class. Generally, students will not be allowed to make up these assignments, and they will not be posted on line. Students must attend class to learn of these assignments. Make-up assignments will be allowed only when an absence is excused based on the student having provided clear evidence that it was impossible to attend class. Students that miss more than three weeks of class for any reason might not be eligible for make-up work. The final decision on such matters will be the instructors.

Note: Because this class is a seminar, students are not permitted to use electronic devices **of any sort**. If this rule is not clear or if there are circumstances that make it challenging for you to follow this rule, please come see me.

Required Text

Vietnam's Children in a Changing World by Rachel Burr

Note: Other readings will be made available via the course Blackboard page and the Patrick Power (SMU) Library.

Learning Outcomes

- To gain in-depth, cross-cultural knowledge of the beliefs and practices associated with children and childhood in multiple locations
- To apply this knowledge toward understanding a range of global and local issues surrounding children and childhood
- To review a range of key concepts that socio-cultural anthropologists regularly use when attempting to make sense of the human condition
- To enhance critical thinking and critical literacy skills

Assignments

- In-class and take-home assignments: most weeks, announcements will be made in class regarding assignments. Thus students must be present to learn the specifics. Because many of these assignments will be completed in class the day they are announced, students will need to be prepared at the beginning of class—of every class. Assignments will be based on any and all readings, discussions and films associated with the course up to the date of the assignment.
- Essays 1-3: On the dates indicated on the schedule provided below, students are to submit 1000-word essays. You will be provided with a prompt for each essay one week before the due date. Each essay will cover a different topic and will pertain to the readings and in-class activities. Guidelines for expectations about how to conceptualize and write these essays will be provided in class. These guidelines will also serve as a baseline for the grading of your essays, for the evaluation of your writing. Finally, you will be given feedback on each essay, and it is expected that you will improve on weaknesses in one essay when writing the next, and this also will be factored into your grade on all essays after Essay #1.

Grading

Grades will be determined according to the following break down.

In-class/take-home assignments	35%
Essay #1	25%
Essay #2	25%
Essay #3	15%
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Total	100%

Date	Readings	Notes/Important Dates
Sept 5 Wed	None	Course Overview
Sept 10 Mon	Separate but equal: False equality and the political exclusion of children (by Rollo)	Reading on Blackboard
Sept 12 Wed	Chapter 1 in Vietnam's Children (by Burr)	
Sept 17 Mon	Chapter 3 in Vietnam's Children (by Burr)	
Sept 19 Wed	Chapter 4 in Vietnam's Children (by Burr)	
Sept 24 Mon	Chapter 5 in Vietnam's Children (by Burr)	
Sept 26 Wed	Chapter 6 in Vietnam's Children (by Burr)	Essay #1 Prompt
Oct 1 Mon	Chapter 9 in Vietnam's Children (by Burr)	
Oct 3 Wed	TBA	Essay #1 Due
Oct 8 Mon	NO CLASS	Thanksgiving Day Holiday
Oct 10 Wed	Chapter 1 in Fields of Play (by Dyck)	
Oct 15 Mon	Chapter 2 in Fields of Play (by Dyck)	
Oct 17 Wed	Chapter 3 in Fields of Play (by Dyck)	Essay #2 Prompt
Oct 22 Mon	Chapter 5 in Fields of Play (by Dyck)	
Oct 24 Wed	Chapter 7 in Fields of Play (by Dyck)	Essay #2 Due
Oct 29 Mon	TBA	
Oct 31 Wed	Chapter 1 in Schools Rules (By Raby)	
Nov 5 Mon	Chapter 2 in Schools Rules (By Raby)	
Nov 7 Wed	Chapter 7 in Schools Rules (By Raby)	
Nov 12 Mon	NO CLASS	FALL BREAK
Nov 14 Wed	NO CLASS	FALL BREAK

Nov 19 Mon	Indigeneity and Childhood (Reading and Activity TBA)	
Nov 21 Wed	Indigeneity and Childhood (Reading and Activity TBA)	
Nov 26 Mon	Indigeneity and Childhood (Reading and Activity TBA)	Essay #3 Prompt
Nov 28 Wed	Indigeneity and Childhood (Reading and Activity TBA)	
Dec 3 Mon	TBA	Essay #3 Due