

ANTH 180 -

**Distance
Education Mode
of Instruction**

SECTION B

General Education Information:

SECTION C

Course Description

Repeatability May be repeated 0 times

Catalog Description A comparative study of childhood as experienced in a variety of world cultures.

- B. Culture and the study of childhood
- C.
- D.
- E. Diversity of childbirth systems and parenting options
- F. Gendered and culture-based roles of children and parents
- G. Children and HIV/AIDS
- H. Local, national, and international intervention strategies
- I. Notions of crime and punishment among parents and children
- J. Different interpretations of child poverty and maltreatment
- K. Children as producers and agents of culture change
- L. Ethnographic interviewing techniques
- M. Diversity in family and kinship structures
- N. Children as consumers of culture
- O. Pediatrics, healthcare and the embodiment of cultural beliefs
- P. Children and violence
- Q. Identity formation and the role of culture
- R. Recognition of one's own contributions to culture
- S. Awareness of ethnocentricity, stereotypes, prejudices, racism, and sexism in the

4. Journal (described in "writing" section)

Letter Grade or P/NP

6. Assignments: State the general types of assignments for this course under the following categories and provide at least two specific examples for each section.

A. Reading Assignments

Selected readings from text 662.02ost;t each section.

interview notes must be attached. Students may turn in an audio tape of the interview with prior approval. Work will be graded on a 100-point rubric that evaluates format; development of the body of the text including a thesis, relevant examples or supporting documentation from class readings, integration of field methods, conclusions drawn, punctuation, grammar; and the overall quality of the interview. Students will submit their interview questions in advance for instructor approval.

C. Other Assignments

Family Lineage Project:

Among the items covered in this project are:

1. The importance or unimportance of naming, which varies cross-culturally;
2. Geographic movement of ancestors (migration/immigration issues);
3. Familial values, language, education, how ideals and norms are transmitted through enculturation;
4. Importance or unimportance of traditions, holidays, celebrations;
5. Familial roles (decision-making, child-rearing, etc.);
6. Arrangements of family and extended families;
7. Expectations/treatment of girls and boys, the young and elderly, sick and healthy, etc.
8. Experience living in a heterogeneous or homogeneous neighborhood;
9. Practices that are used among their own families?ideas about what is right and wrong, who had the most impact on their decisions;
10. Use of cultural artifacts?photos, symbols, drawings, stories, etc.

7. Required Materials

A. EXAMPLES of typical college-level textbooks (for degree-applicable courses) or other print materials.

Book #1:

Author: New, Linda and Robert Levine, eds.
Title: The Anthropology of Childhood: A Cross-Cultural Reader
Publisher: Blackwell Publishing, Ltd.
Date of Publication: 2007
Edition:

Book #2:

Author: Hect, Tobias
Title: After life: An Ethnographic Novel
Publisher: Duke Univ. Press
Date of Publication: 2006
Edition:

Book #3:

Author: Wilkie, Laurie A.
Title:

Book #4:

Author: Scheper-Hughes, Nancy and Carolyn Sargent, eds.

Title: Small Wars: The Cultural Politics of Childhood

Publisher: University of California Press

Date of Publication: 1999

Edition:

Book #5:

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

Date of Publication: 1998

Edition:

B. Other required materials/supplies.

Supplemental readings, articles, and/or film as provided by instructor.