Course overview
In this course we will explore the experience of childhood around the world, and examine how this experience is shaped by beliefs about who and what children are as well as by local conditions and contingencies. We will need to weave together three separate strands throughout the quarter - beliefs about children and childhood, actual childhoods as lived experiences in different social settings, and important issues that cut across theoretical models and manifest in every human society.

Learning objectives
In taking this course, I’m hoping that you will:
Become fluent in the terminology and ideas of Childhood Studies
Appreciate the range of lived experiences and the diversity of beliefs about childhood
Recognize and explore your own beliefs and assumptions about childhood
Connect everyday current events with academic analyses, using each approach to shed light on the other
Convey all these concepts clearly and accurately in written form

Readings (all required, availability as noted)
DeLoache & Gottlieb A World of Babies (Edition 1, 2000 – available as ebook from UO Library)
Gottlieb & DeLoache A World of Babies (Edition 2, 2016 – available as ebook from UO Library)
Lancy The Anthropology of Childhood: Cherubs, Chattel, Changelings (Edition 2, 2015 – can be purchased at various prices or rented on Amazon for $10.86; simultaneous device options available)
Various other articles and videos that are linked to in the slidesets

Required for graduate students only
An annotated bibliography on topic of your choice

Requirements (all points over a total of 100, so point values also equal percentages)
25 pts discussions (1 labeled “current events” and 1 labeled “discussion”)
15 pts current events: Post an article with explanation and a question for every module and respond to those of 2 other students (5 in all, 3 pts each)
10 pts other prompts as announced and described in the slidesets (5 in all, 2 pts each)
5 pts Zoom with Professor Carpenter (Module 1, have date/time set by end of Module 1) 
15 pts Parenting philosophy (Module 2, 1000 words, see rubric for details) 
15 pts Paper comparing WOB 1 and WOB 2 (Module 3, 1000 words, see rubric for details) 
20 pts Fieldwork Report (Module 4, 1000 words, see rubric for details) 
20 pts final paper - (Module 5, 4000 words, w/at least 3 class, 3 popular, 3 scholarly sources, see rubric for details)

Detailed descriptions of all assignments, including rubrics, can be found on Canvas 

**Format for all assignments:** Single spaced pdf, 12-pt Times New Roman font, with a space between paragraphs. Word count, name and assignment at top. If it doesn’t follow these guidelines, I won’t read it till it’s resubmitted correctly, and then it will be late! Late assignments will be marked down 1/2

*A word about citing sources:* 
All verbatim quotes, as well as ideas and information that come from other sources should be attributed. All assignments should have a separate “works cited” that isn’t included in the word count. You may use any citation style you wish (Chicago, MLA, etc., footnotes or in-text, but be consistent and when in doubt cite!) This includes citing the textbook and other class readings if you draw substantively from them, or use wording from them.

**Schedule and pacing**
Notice the pattern - **Everything will be due on Sundays** (except for the final paper, which is due the Wed of Finals Week.) Current events postings and responses to discussion postings will be due on the **first** Sunday of the module. Discussion postings, responses to current events and other assignments will be due on the **last** Sunday of the module, except for the discussion posting for the last module, which will be due the **second-to-last** Sunday, so you have time to respond before the term ends!

Specific dates are on the schedule.

So for this class, get in the habit of asking yourself sometime on Saturday – What is due tomorrow for GLBL 433/533?

Modules 1 & 2 are two weeks long. Modules 3 & 4 are three weeks long (because we all get tired in the second half of the term!)
Schedule of topics and readings (subject to change)

Module 1: The majority world and the WEIRD world (Weeks 1 & 2; Mar 29 - Apr 11)
Readings (270 pp)
1) Lancy: Chapter 1 +Preface (pp 1-25=25) Where do children come from?; Chapter 2 (pp. 26-74=48) Valuing Children
2) DeLoache and Gottlieb (1st edition): Foreword, Note to Reader, Chapters 1-7 = 222 pp
Assignments Current event article due Sunday, April 4; Mod 1 discussion posting, responses to current events and Zoom appointment with Professor Carpenter, due Sunday, April 11.

Module 2: Children’s Rights (Weeks 3 & 4; April 12 - April 25)
Readings (125 pp)
1) Lancy: Chapter 3 (pp. 75-119=44) To make a child; Chapter 4 (pp. 120-163=43) It takes a village
2) Cultural Survival Quarterly Special Issue on Childhood (38 pp)
Reddy The right to organize: the working children's movement in India http://www.culturalsurvival.org/ourpublications/csq/article/the-right-organize-the-working-childrens-movement-india
Rizzine & Klees Children's involvement in the making of a new constitution in Brazil http://www.culturalsurvival.org/ourpublications/csq/article/childrens-involvement-making-a-new-constitution-brazil


3) Jijon (2020) The priceless child talks back
4) Zelizer The priceless child revisited

Assignments
Current event posting and response to Module 1 discussion posting due Sun, April 18; Responses to current events, parenting philosophy paper and Module 2 discussion posting due Sun, April 25

Module 3: Being or becoming? Being and becoming (Weeks 5,6,7; April 26 - May 16)
Reading (380 pp)
1) Lancy: Chapter 5 (pp. 164-212=48) Making sense; Chapter 6 (pp. 213-253=40) Of marbles and morals; Chapter 7 (pp. 254-292=38) The chore curriculum;

2) World of Babies (2nd edition) Chapters 1-8 (pp. 1-292)
Assignments: Current event posting and response to Module 2 discussion posting due Sun, May 2; Responses to current events postings, discussion posting for Module 3 and paper comparing of WOB 1 and WOB 2 due Sunday, May 16

Module 4: Children, Racism and Anti-racism (Weeks 8, 9 & 10; May 17 - June 6)
Reading (155 pp)
1) Lancy: Chapter 8 (pp. 293-325=32) Living in limbo; Chapter 9 (pp. 326-376=50) Taming the autonomous learner; Chapter 10 (pp. 377-410=33) Too little childhood? Too much?
4) Promoting A Positive Racial Identity in Young African Caribbean Children: An Anti-colonial Approach Kerry-Ann Escayg University of Nebraska at Omaha, kescayg@unomaha.edu, Zoyah Kinkead-clark (7 pp)
7) Sturdivant (2020) I’m gonna cook my baby in a pot. (8 pp)
8) Rogoff et al Noticing Learners’ strengths through cultural research (2017) (8 pp)

Assignment: Current event postings and response to Module 3 discussion due Sunday, May 23; Discussion posting for Module 4 due Sunday, May 30; responses to current events postings and discussion posting for Module 4 and fieldwork report due Sunday, May 30

Finals Week: Research paper due Wed, June 9