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. This course is a seminar and active student participation is expected.

Readings (all required, all but CSQ available at UO Bookstore)
DeLoache & Gottlieb A World of Babies
Rosen Child Soldiers in the Western Imagination
Lareau Unequal Childhoods
Jung Lactivism

Required for graduate students only
Zelizer Pricing the Priceless Child

Requirements
Annotated Bibliography of Readings (due in class on day reading is assigned - 17 in all, but you can skip two no questions asked = 60 points possible)
Write a summary followed by a separate response to the reading assignment. There should be a separate summary for each chapter or article, but the response can integrate them. Responses should respond to both the content of the reading, as well as the reading per se.
Each must include at least one question for discussion
Each must also include one quote (correctly cited, with page #) that most struck you, shocked you, informed you or challenged you, along with a brief statement (2-3 sentences) explaining why you chose that quote.
~ 2 pp in length
Grading:
"check plus" exceeds requirement: 4 pts
"check" meets requirement: 3.5 pts
"check minus" does not meet requirement: 2.5 pts

Fieldwork Report and presentation
Visit, observe, analyze and report on a child-related venue where you can observe children and beliefs about children in action. Suggested locations include child care centers, schools, theme parks, toy stores, etc. (2-4 pp, due Thursday, June 9 by noon)

Parenting philosophy paper (~2-4 pp, single spaced, due Thursday, June 9 by noon)
This is your chance to reflect on how you were raised at home, at school and in the wider community and to explore your own parenting philosophy and/or your philosophy about the relationship between adults and children in your society.

Presentations
Each of you will present a preliminary report on your fieldwork in Week 10, describing where you visited, what you observed, and how you analyze and interpret what you saw. The purpose of this is for you to receive constructive feedback from the class before you submit the final report for a grade, as well as to inform the entire class of the wide range of possibilities for internships or thesis research that are available in the Eugene-Springfield area. If you want to set up an internship for next year, I can help you arrange that.

In-class reflections
From time to time, there will also be the opportunity for in-class writing assignments, asking you to reflect on a relevant and complex issue. These are meant to give you an opportunity to explore ideas without judgment, and so will not be graded, but are worth two points each. No makeups are allowed for these.

On-time attendance policy
On-time attendance is required. If you are going to be late or miss class for any reason whatsoever, you need to email me in advance - that is, before class starts at 8:30. If you do not email me in advance, your absence will not be excused.

Format for all assignments: Single spaced, with a space between paragraphs. Submission to Turnitin and hard copy required. Late assignments will be marked down 1/2
Grading
Based on a 100-point system as follows:

- Annotated bibliographies 60
- Presentation on fieldwork 10
- Parenting philosophy 10
- Fieldwork report 10
- In-class reflections 10

Graduate students
In addition to the above, graduate students will read and respond to Zelizer’s Pricing the Priceless Child, and an annotated bibliography and class presentation on a research topic of your own choice.
**Schedule of topics and readings** (subject to change)

**Week 1**
Monday: Overview, introductions, "Right to play"
Wednesday: *World of Babies*  Foreword, Note, Ch. 1 & 2

**Week 2**
Monday: *World of Babies* Ch. 3, 4 & 7
Wednesday: *World of Babies* Ch. 5, 6 & 8

**Week 3**
Monday: *Cultural Survival Quarterly*  Ennew, Rakesh, Convention on Rights of the Child
Wednesday: *Cultural Survival Quarterly*  Reddy, Ledward, Rizzine & Klees

**Week 4**
Monday: *Cultural Survival Quarterly*  Ledward & Mann, Peters, Boyden, Dale
Wednesday: *Child Soldiers in the Western Imagination*  Preface, Ch.1

**Week 5**
Monday: *Child Soldiers in the Western Imagination*  Ch.2, 3
Wednesday: *Child Soldiers in the Western Imagination* Ch.4, 5

**Week 6**
Monday: *Child Soldiers in the Western Imagination* Ch.6
Wednesday: *Unequal childhoods*  Preface, Ch.1, 2

**Week 7**
Monday: *Unequal Childhoods* Part 1 (Ch. 3,4,5)
Wednesday: *Unequal Childhoods* Part 2 (Ch. 6,7); Part 3 (Ch.8,9)

**Week 8**
Monday: *Unequal Childhoods* Part 3 (Ch. 10,11,12)
Wednesday: *Unequal Childhoods* Part 4 (13,14,15, Afterword)

**Week 9**
Monday: *Lactivism* (Intro, Ch. 1,2,3,)
Wednesday: *Lactivism* (Ch.4,5,6,7)

**Week 10**
Monday: Memorial Day holiday - no class
Wednesday: Presentations