New Course Request

Indiana University

Check Appropriate Boxes: Undergraduate credit XX Graduate credit [] Professional credit []

1. School/Division College of Liberal Arts and Sciences Academic Subject Code ANTH-B

3. Course Number 190 (must be cleared with University Enrollment Services) 4. Instructor Scherz

5. Course Title Human Behavior and Social Institutions

Recommended Abbreviation (Optional) _______ (Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): Spring 2010

7. Credit Hours: Fixed at 3 or Variable from _______ to _______

8. Is this course to be graded S-F (only)? Yes XX No _______

9. Is variable title approval being requested? Yes ______ No _______

10. Course description (not to exceed 50 words) for Bulletin publication: Develops insights into human nature, the nature of social institutions, the social processes that shaped the world of the twenty-first century. In an interdisciplinary way, introduces the distinctive perspectives of the social sciences, emphasizing frameworks and techniques used in explaining causes and patterns of individual and institutional behavior.

11. Lecture Contact Hours: Fixed at 3.0 or Variable from _______ to _______

12. Non-Lecture Contact Hours: Fixed at 0.0 or Variable from _______ to _______

13. Estimated enrollment: 30, of which 0 percent are expected to be graduate students.

14. Frequency of scheduling: every other year this course be required for majors? No _______

15. Justification for new course: This course will fulfill the Human Behavior/Social Institutions general education core course requirement.

16. Are the necessary reading materials currently available in the appropriate library? Yes _______

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by: [Signature] Date 1-1-09

Department Chairman/Division Director

Dean of Graduate School (when required)

Approved by: [Signature] Date 10/7/09

Dean

Chancellor/Vice-President

University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.
ANTH-B 190: Human Behavior and Social Institutions:
The Social Worlds of Children

Instructor: China Scherz
Meeting time: Wednesdays 5:30-8:00pm
Meeting location: TBD
Office: IUSB South Bend Campus, Wiekamp Hall, 2261
Office hours: Wednesdays - 4-5 (and happily by request.)
Email: cscherz@iusb.edu

PLEASE EMAIL ME DIRECTLY. DO NOT USE THE ONCOURSE EMAIL FEATURE.

How do social ideas of what children are, what children need, and what children mean affect the experience of being a child? In this interdisciplinary course we will use readings from sociology, history, demography and anthropology to explore the on-going social and historical construction of children and childhood. Attention to the role of adults in constructing the social worlds of children will be balanced by new research in the sociology of childhood which focuses on children as social actors who not only experience the social worlds constructed by adults, but actively participate in their making.

The ideal of childhood as a space and time of innocence, play, and learning constructed in 17th and 18th century Europe is today, as then, a stark contrast to the lived experience of most children in the world today. This course will take a global perspective on the topic of childhood. This course has four main objectives. (1) This course is designed to help you develop your critical thinking skills. In class discussions and written assignments related to readings and films you will have regular opportunities to analyze arguments, ask questions, and develop your own point of view. (2) Using historical and contemporary sources we will explore the diverse ways in which childhood has been constructed across time and space focusing on the construction of the ideal of childhood innocence in the 17th century. (3) We will explore the lives of children “at risk” and the effects of this Western ideal in the lives of these children. (4) We will consider the emergent understanding of children “as risk” by looking at the problems of child soldiers, child witches, and “youth” culture.

Questions about children and childhood are also at the center of contemporary social theory. Thinking about the lives of children requires that we think about questions of human agency, the practices involved in the construction and dissemination of ideas and norms, the relationship between nature and nurture, and the proper role of cultural relativism.
**Course Format:** Given the small class size weekly discussions will be an important part of the instruction. You are expected to come to class having read and thought about the readings. Our discussions will focus on coming to a collective understanding of the assigned readings, evaluating the evidence and claims made by the authors, and considering other possible approaches to the same topics.

**Required Texts:**
2005 Hugh Cunningham Children And Childhood In Western Society Since 1500 2nd ed., Longman Press.

1998 Tobias Hecht At Home in The Street: Street Children of Northeast Brazil, Cambridge University Press


**E-Reserves:**
E-reserve articles will be available at the circulation desk at the library or online. To download e-reserve articles, go to http://ereserves.indiana.edu:83 and click on Electronic Reserves and Course Materials. In the next window, type in my last name or the course name. Click on B190 in the next window and then enter the password, “X” Click once on the article.

**Evaluation:** Your grade for the class will be based on a point system with 100 points total. Evaluation will be based on

| Four short writing assignments | 10 points x 4 | = | 40 |
| Three equally weighted exams   | 20 points x 3 |  = | 60 |
| **Total**                      |               |  = | 100 |

**Reading and Class Participation:** You will be expected to read approximately 50-70 pages each week. I’ve tried to keep the assignments to a reasonable length with the expectation that you will be able to complete the entire set of readings before class. During class you will be expected to contribute to the conversation. If you are someone who has difficulty talking in class please come and talk to me so that we can find a way for you to participate.

**Reading Response Papers:** Each student will be required to submit four short papers over the course of the term. These should be 2 pages double-spaced in length and should (1) summarize the content and arguments presented in the weeks reading, (2) evaluate the claims made by the authors, (3) discuss the readings in relationship to one another or to other readings, (4) present two questions for class discussion. You are free to select any three weeks you choose so long as you complete three by the end of the semester. You should
send your discussion questions to me by email by 5pm on the day before class and bring your finished paper with you to class. Papers will be returned to students the week following.

**Test Format:** Over the course of the semester there will three equally weighted exams. Each of the three exams will consist of a short multiple-choice section focused on reading comprehension and an essay designed to push you to integrate and analyze multiple themes.

**Email Policy:** I check my email once a day and will do my best to respond within 24 hours. If you have a question or concern feel free to send me a message, but know that it may take up to 24 hours before you receive a response. PLEASE EMAIL ME DIRECTLY AT cscherz@iusb.edu. DO NOT USE THE ONCOURSE MESSAGE FEATURE, AS IT IS DIFFICULT FOR ME TO RESPOND TO YOUR MESSAGE. YOU WILL OFTEN RECEIVE EMAILS FROM ME VIA THE ONCOURSE MESSAGE SYSTEM. IF YOU WISH TO RESPOND TO THE EMAIL PLEASE SEND A NEW MESSAGE WITH A DESCRIPTIVE SUBJECT LINE TO ME AT MY EMAIL ADDRESS.

**Students with Disabilities:** Students with disabilities are encouraged to contact Disabled Student Services at 520-4832 in Room 120 of the Administration Building if they are in need of accommodation. The staff there will do their best to work out a reasonable accommodation.

**Plagiarism and Cheating:** Intellectual integrity is more important than anything else in academic life. When you are writing make sure that your words and thoughts are your own and properly cite any sources you use. Any student suspected of cheating or plagiarism will be reported to the Vice Chancellor for Student Affairs and will receive a zero for the test or assignment. In serious cases the student may be given an F for the entire course if the accusation is substantiated. Please review the IUSB code of conduct for more details http://www.dsa.indiana.edu/Code/index1.html. The Indiana University’s writing tutorial services website has some helpful hints for avoiding plagiarism http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml
Course Schedule:

First Section - The Birth of Childhood

Week 1: Introductions, Course Overview, Expectations

Week 2: Childhood and Modern European History
2005 Hugh Cunningham Children And Childhood In Western Society Since 1500 2nd ed., Longman Press. (Chapters 1-3)

Week 3: Childhood and Modern European History
2005 Hugh Cunningham Children And Childhood In Western Society Since 1500 2nd ed., Longman Press. (Chapters 4-6)

Week 4: Childhood and Modern European History
2005 Hugh Cunningham Children And Childhood In Western Society Since 1500 2nd ed., Longman Press. (Chapters 7-8)

Week 5: Popular Images of Childhood Innocence
1998 Higonnet Pictures of Innocence: The History and Crisis of Ideal Childhood, Thames and Hudson (6-30)

2004 Gary Cross The Cute and the Cool Wondrous Innocence and Modern American Children's Culture, Oxford University Press (3-43)

Week 6: FIRST EXAM - THE BIRTH OF CHILDHOOD

Film Prelude to Children at Risk: Salaam Bombay!

2nd Section - Children at Risk

Week 7: Child Labor

Week 8: Child Abuse

Week 9: Street Children
1998 Tobias Hecht At Home in The Street: Street Children of Northeast Brazil, Cambridge University Press (1-70)

Week 10: Street Children
1998 Tobias Hecht At Home in The Street: Street Children of Northeast Brazil, Cambridge University Press (149-174)

Week 11: Child Sponsorship
2001 Erica Bornstein Child Sponsorship, evangelism, and belonging in the work of World Vision Zimbabwe American Ethnologist 28:3 595-622

Exam Review

Week 12: SECOND EXAM - CHILDREN AT RISK

Film introduction to “Children as Risk” - Totsi or Blood Diamond

Children as Risk - More from Makers and Breakers

Week 13: Children’s Rights and The Reintegration of Child Soldiers
1989 The UN Convention on the Rights of the Child (1-15)


Week 14: The Divine Seed

2004 Gary Cross The Cute and the Cool Wondrous Innocence and Modern American Children's Culture, Oxford University Press (Gremlin Chapter)

Week 15: “Youth” and their relation to “Children”

1988 “Youth” In Boonzaier, E. and Sharp, J. eds. South African Keywords: the Uses and Abuses of Political Concepts Cape Town: David Philip.
Review Session

THIRD EXAM - CHILDREN AS RISK
Proposal for B190 Course: The Social Worlds of Children
Instructor: China Scherz
Department of Sociology and Anthropology

Course Title: The Social Worlds of Children
First semester to be offered: Spring 2010

Section A
1. This course will help students to develop several fundamental literacies including writing, information literacy, and critical thinking. Over the duration of the semester students will need to complete four short papers responding to the week’s readings. The open ended nature of the response papers pushes students to develop their ability to identify key themes, analyze the strengths and weaknesses in an argument, and generate questions for class discussion. Asking the students to complete this open ended assignment three times over the course of the semester will give them an opportunity to receive feedback and improve with each assignment. While there will be some time for lectures, class instruction will rely heavily on discussion of the readings, films, and concepts the students will encounter over the course of the semester. Each of the four exams will consist of a short multiple-choice section focused on reading comprehension and an essay designed to push students to integrate and analyze multiple themes.

2. Childhood is best studied using an interdisciplinary approach. This course will include readings and perspectives from the fields of history, biological and cultural anthropology, sociology, and cultural studies. Using interdisciplinary sources not only offers a more comprehensive view of childhood, but also provides an opportunity to discuss the way in which researchers from different disciplines approach a common intellectual interest.

3. This course will address ethical issues in two ways. First, we will examine the ethics of doing research with children; including the problems of informed consent such research can create. More centrally we will examine a series of complex social problems including street children, the use of children as armed combatants, and child labor. Finally, we will consider the ethics of cultural relativism in our analysis of the problem of developing a cross-cultural understanding of child abuse and neglect.

Section B
1. The study of childhood is requires that we think about the relationship between human behavior and social institutions. We can think about the ways in which the concept of childhood is itself as a socially constructed institution that shapes the lives and behaviors of both adults and children. The concept of childhood has also led to a range of public social institutions including schools, day care centers, advice manuals and child welfare departments each of which interact with the
more private social institutions of the family in shaping the lives and behaviors of children and parents. Finally, from a child development perspective we can consider the ways in which the social institutions and practices a child experiences shape that child’s prospective behavior as a future adult.

2. The study of childhood is in many ways at the heart of the study of human nature. Anthropologists and historians have long debated whether or not childhood and adolescence are universal human experiences. Have there always been children? Or has the historical development of the concept of “childhood” created a new form of human experience? In addition to debates concerning the cultural construction of childhood, the study of childhood is also at the center of the nature/nurture debates that ask us to consider which aspects of our “human nature” are biologically determined and which aspects of “human nature” vary according to the cultural practices of childrearing.

3. The course will develop insights into social institutions by examining cultural concepts and beliefs as social institutions (e.g. the idea of childhood innocence) and by looking at the impact of public institutions (e.g. schools) on the lives children and parents.

4. Students will be asked to critically reflect on the value of various disciplinary approaches (e.g. historical, anthropological, biological) in their response papers, class discussions, and exams. For example, students will be asked to consider the value and validity of claims that childhood and its experience is historically or culturally constructed. Such claims have not only been subjected to internal debate within their disciplines, but can also be contrasted with arguments from fields including biology and psychology that argue for a more homogenous human experience.

5. Thinking about the construction of childhood as a social institution is fundamentally about the relationship between social institutions and individual behavior. We will consider the ways in which individual actors participated in the invention and on-going construction of childhood as a social construct. We can also think concretely about the interactions between children and social institutions including public schools and welfare systems, non-governmental organizations, and religious organizations.

6. Major events and social processes will be discussed most closely in the classes which concern the problems many of the world’s children face including child labor, the use of children as soldiers, and child abuse. In addition to these themes the class will also provide a space to discuss current events related to children through discussions of media articles and the life-experiences of the students in the class.