New Course Request

Indiana University
South Bend Campus

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

1. School/Division **College of Liberal Arts and Sciences**  Academic Subject Code **ANTH-B**
2. Course Number **399** (must be cleared with University Enrollment Services)  4. Instructor **Torstrick**
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): **Fall 2011**  **Spring 2010**
7. Credit Hours: Fixed at **3** or Variable from ____________ to ____________
8. Is this course to be graded S-F (only)? Yes [x]  No [ ]
9. Is variable title approval being requested? Yes [x]  No [ ]

10. Course description (not to exceed 50 words) for Bulletin publication: **Develops insights into human nature, social institutions, and social processes that have shaped the world of the 21st century.**
    **Explores a specific critical problem or social science theme in a manner that takes into account perspectives from several disciplines. Attention given to ethical dilemmas as they arise in the discipline and theme of course.**

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: **35** 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 upper-level 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:                             Approved by:  
Department Chairman/Division Director    Dean

Date **10-7-09**                          Date **10/07/09**

Dean of Graduate School (when required)   Chancellor/Vice-President

Date __________________________        Date __________________________

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.

UPS 724  University Enrollment Services Final—White; Chancellor/Vice-President—Blue; School/Division—Yellow; Department/Division—Pink; University Enrollment Services Advance—White
Proposal for B399 Course: Obligation and Belonging: Children as Kin, Citizens, and Humans
Instructor: China Scherz
Department of Sociology and Anthropology

Course Title: Obligation and Belonging: Children as Kin, Citizens, and Humans
First semester to be offered: Spring 2010

Section A
1. This course will help students to develop several fundamental illiteracies including writing, information literacy, and critical thinking. Over the duration of the semester students will need to complete three 5 page papers responding to each unit’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.

2. Childhood is best studied using an interdisciplinary approach. This course will include readings and perspectives from the fields of history, sociology, philosophy 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 the different sorts of norms and values that apply to children, and adults in relation to children, when children are conceptualized as belonging to a kin group, a nation, or humanity. In thinking about this question students will be posed with a series of ethical and moral dilemmas including child labor, child combatants, and child abuse. Finally, as we move through discussion of the treatment of children in different cultures and historical moments students will be called upon to think about ethical problems in relation to ethical relativism.

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 of children and parents.

4. Students will be asked to critically reflect on the value of various disciplinary approaches (e.g. historical, anthropological, philosophical) in their response papers, class discussions, and exams.

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 and the ways in which this construct shapes the behavior of children, the behavior of those individuals who care for them, and the behavior of adults who were once children.

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.
Obligation and Belonging: Children as Kin, Citizens, and Humans

Instructor: China Scherz
Meeting time: Wednesdays 2:30-5:00pm
Meeting location: TBD
Office: Elkart Center
Office hours: Tuesdays - 1pm-2pm (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, philosophy and anthropology to explore the on-going social and historical construction of children and childhood.

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. In this course we will not only be considering the creation of “childhood” and its dominant figure of the child as the innocent tabula rasa, but will also be exploring the ways in which conceptualizations children as belonging to kin groups, nations, and humanity shape children’s lives. Writings on the anthropology of childhood reveal the simultaneous, and at times conflicting, effects of citizenship, kinship, and human rights on the lives of children. Each of these three figures of the human was designed to meet specific ends, permits and bars certain types of actions and associations, differently orders matters of obligation and belonging, and forms part of larger assemblages of practices, technologies, norms, and modes of reasoning. They were brought into being in sequence, but operate simultaneously, each affecting the others. In exploring the lived experience of children throughout the world, we will ask how thinking of children as kin, citizens, and humans affects their care and will trace the relationships and conflicts between these forms of obligation and belonging.

Using a mixture of ethnographic and theoretical writings we will move through each of these themes in turn. In addition to writings that focus on children themselves, we will also consider text that speak more generally to kinship, citizenship, humanitarianism, and human rights.
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:

Berlant, Lauren (1997) The Queen of America Goes to Washington City


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:

<table>
<thead>
<tr>
<th>Task</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three 5-page papers</td>
<td>20 x 3 = 60</td>
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<tr>
<td>Group Annotated Bibliography</td>
<td>5</td>
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<tr>
<td>Group Presentations</td>
<td>15</td>
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<tr>
<td>5 in-class “minute papers”</td>
<td>4 x 5  = 20</td>
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<td>Total</td>
<td>100</td>
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Reading and Class Participation: 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.

Papers: Each student will be required to submit three papers over the course of the term. There are four opportunities to write these papers, you should choose the three that best match your interests and schedule. These should be 5 pages double-spaced (12pt Times New Roman, 1 inch margins) in length and should (1) summarize the content and arguments presented in the readings and lectures from the previous unit, (2) evaluate the claims made by those authors, (3) discuss the readings in relationship to one another or to other readings. Please use parenthetical citations and a list of works cited for any direct or paraphrased quotes. You should print out your paper and bring your finished paper with you to class. Papers will be returned to students the week following.

“Minute Papers”: At the start or end of 5 of our class meetings you will be assigned to write a short “minute paper” in which you (1) Summarize the main argument of the readings assigned for that week (if the writing period comes at the start of class) or the lecture (if the writing period comes at the end of class) for that week and (2) ask a question about something which is not clear to you. The “minute papers” will not be announced in advance, as they are meant to improve your preparation for every class. Students who have an excused absence will be allowed to make them up via email after class.

Group Presentations - Choosing Topics: During the last class you will make a presentation with a group of students (6 per group) on a topic related childhood. You will have the option of a topic (only one group per topic) or of designing your own topic. You will allowed to choose both your group and your topic. WEEK 6.

Group Presentations - Annotated Bibliography: In WEEK 11 each group should submit an annotated bibliography of six sources (at least two should be from peer reviewed journals or academic presses) related to your topic. For each source give a full bibliographic citation and a paragraph summarizing what you learned from reading the source.

Group Presentations - Making The Presentation: Given in WEEK 15 your group presentation should be 20 minutes long and should be designed to educate your classmates on your chosen topic and to use the concepts learned during the class to analyze scholarly literature and popular representations of that issue. You may use any format you like and creativity is encouraged.
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. Make sure that your words and thoughts are your own and properly cite any sources you use. Given that this is an upper division course I expect that you know how to cite direct or paraphrased quotes. If you are unsure how to do this, please come and see me so that we can review this together. 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 Introduction, 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 1-4)

Week 3 - Childhood and Modern European History
2005 Hugh Cunningham Children And Childhood In Western Society Since 1500 2nd ed., Longman Press. (Chapters 5-8)

Week 4 - Innocent Children - Part One
Selections from


Week 5 - A different view
Selections from

2nd Section - Children as Kin

Week 6 - FIRST PAPER DUE - NO NEW READING
You will have an opportunity to choose group presentation topics this week

Week 7 - Kin Fosterage

Christopher Oleke, Astrid Blystad, Ole Bjørn Rekdal (2005) “When the obvious brother is not there”: Political and cultural contexts of the orphan challenge in northern Uganda”

Week 8 - Care and Fictive Kinship
3rd Section - Children as Citizens

Week 9 - SECOND PAPER DUE - NO NEW READING

Week 10 - Children as Citizens

Week 11 - Children as Citizens - ANNOTATED BIBLIOGRAPHY DUE
Berlant, Lauren (1997) The Queen of America Goes to Washington City

4th Section - Child as Humans

Week 12 - THIRD PAPER DUE - NO NEW READING

Week 13 - Children and Human Rights


WEEK 14 - Children and Humanitarianism

Week 15 - FOURTH PAPER DUE - NO NEW READING - GROUP PRESENTATIONS

Possible Group Presentation Topics
- Child Sponsorship
- Child Labor
- ADHD and Autism
- School Testing and No Child Left Behind
- Foster Care
- Vaccine Controversies
- Child Abuse
- Child Soldiers
- Head Start and Early Childhood Development Programs
- Toys and Gender Norms
- Street Children
- Gift Giving
- Another topic of your group’s choosing...