

Gender, Sexuality, and Childhood in a Global Context GSWS 1460/ANTH 1740

Dr. Frayda Cohen, 402C - CL
Email – frcst5@pitt.edu

OFFICE HOURS – Tues. and Thurs. 1:00PM –2:00PM; Wed. 3:00-4:30PM
and by appointment.

Class contact # 1 _____ **email** _____

Texts

Course Reading Packet. Articles available on Course web. (CW)

2017 Cheney, Kristen. *Crying For Our Elders: African Orphanhood in the Age of HIV and AIDS*. Chicago: University of Chicago Press. ISBN – 13:978-0-226-43754-5. Also in e-book.

Course Description

Although childhood is often conflated with a biological category based on an immature body, in reality it is much more. This course examines the ways in which childhood is a discursive and continuously shifting category, one that changes across time and place.

This course will introduce students to the study of children and childhood in a cross-cultural context and will pay particular attention to the ways in which notions of childhood, and the experience of being a child, draw from and reproduce understandings of gender and sexuality as they intersect with race, class, ethnicity, etc. Through readings, lectures, and films, we will also consider the meaning of gendered childhoods in light of contemporary forms of conception, child-rearing practices, children’s culture (media, toys and artifacts, stories), child labor, and ritual and coming of age ceremonies, that highlight local and regional understandings and their intersection with broader global patterns.

In addition to lectures, a portion of each class will be devoted to group discussion where students are encouraged to engage with the course readings. Students will prepare discussion questions in advance and assist with the seminar facilitation. We will also view films. Evaluation will be based on the student’s participation, a series of short writing responses, a small group presentation, and a journal.

Course Objectives

By the end of this course, students will be able to:

- identify key social constructions of “childhood” that convey an understanding of cross-cultural differences.
- describe how gender, race, class and sexuality may intersect and influence our understanding of childhood and the experience of being a child
- identify the impact of global processes such as globalization, capitalism, media, and development on local, cultural constructions of the “the child.”

UNIVERSITY AND COURSE POLICIES

Nondiscrimination Statement

In addition to the University’s policy, and within the bounds of the course, I do not discriminate on the basis of political creed. This means that you do not have to agree with me in order to do well in this course. So long as you demonstrate an understanding of the course material, you are under no obligation to agree with it. I also make every effort to avoid discrimination on the basis of class or income. If there is something I can do to make the class more hospitable, please let me know.

Attendance: VERY IMPORTANT

Absences hurt your ability to learn and they *hurt your grade*. Signing up for this class indicates that you are committed to being here for the full class period each class meeting. For the purposes of this policy, you are either present for an entire class meeting or not. Late arrivals and early departures will count as absences — *really*.

You are allowed one unexcused absence over the course of the semester. If you miss class, you are still responsible for whatever was covered in lecture and discussion that day. Unexcused absences in excess of one will be excused only under exceptional and unavoidable circumstances. Requests for excused absences must be submitted in writing, with documentation, and immediately upon a student’s return to class. Students who enroll late are not exempt from this policy.

Assignments and Extensions

Assignments (except for quizzes, in-class work, and the like) will be announced well in advance of due dates. If you know in advance that you can’t make a due date, please discuss it with me beforehand. In all other cases, late assignments will not be accepted.

Cell phone and laptop policy:

All cell phones and other electronic communication devices are to be turned to the off setting during class. E-readers are the only acceptable form of technology.

Grades

I am eager to help you do well on assignments **BEFORE** they are due. Please visit me during office hours to ask me questions when you are working on an assignment or reviewing material. Grades are final. I grade assignments and quizzes on performance, not effort. Final grades will be based on the standard university percentage scale.

Student Code of Conduct: [<http://www.studentaffairs.pitt.edu/usjs/code.html>]

Grading Scale	
Letter Grade	Percentage Earned (100 total possible)
A	100-94
A-	93-90
B+	89-87
B	86-84
B-	83-80
C+	79-77
C	76-74
C-	73-70
D+	69-67
D	66-64
D-	63-60
F	59 or Below

The professor reserves the right to adjust students' semester grades based upon her evaluation of their overall performance.

Academic Integrity: [<http://www.pitt.edu/~provost/ai1.html>]

Plagiarism is using someone else's ideas as your own. If you use someone else's ideas, you are expected to cite them. If you use someone else's exact words, even if it is part of a sentence, you should put quotation marks around them and cite them. Plagiarism is a serious academic offense and can result in failure of the assignment, the course, and other serious sanctions. If you have any questions about plagiarism, please see me.

As a professor at the University of Pittsburgh, I value equality of opportunity, human dignity, and racial/ethnic/cultural diversity. Be assured that I will promote a safe and conducive environment for learning. In accordance with University policy, I will not tolerate discrimination or harassment on the basis of race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, disability, or status as a disabled veteran or a veteran of the Vietnam era.

E-mail policy:

Each student is issued a University e-mail address (username@pitt.edu) upon admittance. This e-mail address may be used by the University for official communication

with students. Students are expected to read e-mail sent to this account on a regular basis. Failure to read and react to University communications in a timely manner does not absolve the student from knowing and complying with the content of the communications. The University provides an e-mail forwarding service that allows students to read their e-mail via other service providers (e.g., Hotmail, AOL, Yahoo). Students that choose to forward their e-mail from their pitt.edu address to another address do so at their own risk. If e-mail is lost as a result of forwarding, it does not absolve the student from responding to official communications sent to their University e-mail address.

Accommodations

If you require special testing accommodations or other classroom modifications, please notify both the professor and Disability Resources and Services by the end of the first week of the term. If you have a disability, please let me know as early as you can so that I can accommodate you. *Disability Resources and Services, 140 William Pitt Union, 412-648-7890 or 412-383-7355 (TTY). DRS will verify your disability and determine reasonable accommodations for this course.*

Gender Inclusive Language:

Aspiring to create an academic environment in which people of all identities are encouraged to contribute their perspectives to academic discourse, The University of Pittsburgh Gender, Sexuality, and Women's Studies Program provides guidelines regarding gender-inclusive/non-sexist language. Following these guidelines fosters an inclusive and welcoming environment that will strengthen and enrich academic discussion and writing.

Just as sexist language excludes women's experiences, non-gender-inclusive language excludes the experiences of trans, intersex, and genderqueer individuals. Language is gender-inclusive and non-sexist when we use words that recognize and affirm how people describe, express, and experience their gender. Gender-inclusive/non-sexist language avoids assuming a male speaker (freshman, upperclassman, chairman, mankind, etc.), erasing non-binary gender identifications, and conflating biological sex with gender expression.

For details, please see:

<http://www.wstudies.pitt.edu/faculty/gender-inclusivenon-sexist-language-syllabi-statement>

Content warning and class climate:

Our course readings and classroom discussions will often focus on mature, difficult, and potentially challenging topics. As with any course in the Gender, Sexuality, and Women's Studies Program, course topics are often political *and* personal. Readings and discussions might trigger strong feelings—anger, discomfort, anxiety, confusion, excitement, humor, and even boredom. Some of us will have emotional responses to the readings; some of us will have emotional responses to our peers' understanding of the readings; all of us should feel responsible for creating a space that is both intellectually rigorous and respectful. Above all, be respectful (even when you strongly disagree) and be mindful of the ways that our identities position us in the classroom.

I expect everyone to come to class prepared to discuss the readings in a mature and respectful way. If you are struggling with the course materials, here are some tips: read the syllabus so that you are prepared in advance. You can approach your instructor ahead of time if you'd like more information about a topic or reading. If you think a particular reading or topic might be especially challenging or unsettling, you can arrive to class early and take a seat by the door so that you can easily exit the classroom as needed. If you need to leave or miss class, you are still responsible for the work you miss. If you are struggling to keep up with the work because of the course content, you should speak with me and/or seek help from the counseling center.

Sexual misconduct, required reporting, and Title IX:

The University is committed to combatting sexual misconduct. As a result, you should know that University faculty and staff members are required to report any instances of sexual misconduct, including harassment and sexual violence, to the University's Title IX office so that the victim may be provided appropriate resources and support options. What this means is that as your professor, I am required to report any incidents of sexual misconduct that are directly reported to me, or of which I am somehow made aware.

There are two important exceptions to this requirement about which you should be aware:

A list of the designated University employees who, as counselors and medical professionals, do not have this reporting responsibility and can maintain confidentiality, can be found here: <http://www.titleix.pitt.edu/report/confidentiality>

An important exception to the reporting requirement exists for academic work. Disclosures about sexual misconduct that are shared as part of an academic project, classroom discussion, or course assignment, are not required to be disclosed to the University's Title IX office.

If you are the victim of sexual misconduct, Pitt encourages you to reach out to these resources:

- Title IX Office: 412-648-7860
- SHARE @ the University Counseling Center: 412-648-7930 (8:30 A.M. TO 5 P.M. M-F) and 412-648-7856 (AFTER BUSINESS HOURS)

If you have a safety concern, please contact the University of Pittsburgh Police, 412-624-2121.

Course Requirements: 200 Points

I. Class attendance & Participation (30 points):

It is very important that you attend all sessions to benefit fully from the readings, lectures, and class discussion. In order to participate actively in discussion, you should prepare the assigned readings before class begins. Participating in discussion is one of the best ways to learn. However, I cannot help you learn in this forum if you do not talk during class. You are expected to contribute your insights to the class and treat your classmates' contributions with respect, which means taking them seriously and challenging them as well as extending basic courtesy.

II. Reading Responses: Total (50 Points)

A total of 5 reading responses will be due on weeks of YOUR choice. A reading response is a 1-2 page summary of key terms and quotations, and an analysis of key points. You should also include 2 questions for discussion. **One response is due by each of the 4 deadlines. Responses must be submitted on paper and in class on the day readings are due for class. The 5th response is due following a GSWS event on children/childhood – see attached. Please note that an ideal event is the Katherine Stockton lecture on Friday, September 29.**

III. Journals: Total (100 Points)

Your journal should be organized around one central theme (your choice) linked to gender, sexuality, and the child in a global context. Each journal will have a total of 4 entries (3-4 pages each). For each entry, you should draw heavily on course readings (reading responses should help to set this up) to provide an analysis of: 1) a reading recommended on a supplementary reading list; 2) a contemporary global event that effects children (e.g. refugees, migration, child labor, etc); 3) a newspaper or magazine article about children in a region other than the United States; 4) a film about or for children; or 5) another format of your own choosing. The journal should have a mix of formats for analysis. Details will be available in Courseweb under Assignments.

Theme and entry #1 should be submitted for comments by **Oct.18**.

Email submissions will lose ½ grade.

IV. Presentation (20 points)

Small groups of 3-4 students will collaborate on a presentation of an item of material culture (e.g. toys, clothing, etc.) that illustrates a key aspect of gender, sexuality, and childhood that the group would like to discuss. Creativity is valued here! Groups are responsible for providing a brief introduction to the piece they have selected and a more detailed explanation of its connection to class themes. Finally, groups should have 2-3 questions for discussion.

SEMESTER SCHEDULE OF READINGS AND ASSIGNMENTS

Week 1: Wednesday, August 30, 2017 Introduction: Why Study Children?

Discuss: Overview of Class

Film: *Babies*

Week 2: Wednesday, September 6, 2017 – Introduction to the Study of Children

Discuss:

Zelizer, Viviana A.

1998 From Useful to Useless: Moral Conflict over Child Labor In The Children's Culture Reader. NY: New York University Press. 81-94.

Foucault, Michel

1995 Discipline and Punish: The Birth of the Prison. (Excerpts)

Bluebond-Langner, Myra and Jill E. Korbin

2007 Challenges and Opportunities in the Anthropology of Childhoods: An Introduction to "Children, Childhoods, and Childhood Studies." American Anthropologist 109(2):241-246.

Recommended Reading:

James, Allison and Adrian L. James

2004 Constructing Childhood: Theory, Policy and Social Practice. New York: Palgrave Macmillan. Pp. 10-47.

Week 3: Wednesday, September 13, 2017 – "Having" a baby?

Discuss:

Speier, Amy

2016 Fertility Holidays: IVF Tourism and the Reproduction of Whiteness. NY: New York University Press. (Excerpts)

Cartwright, Lisa

2005 "Images of Waiting Children": Spectatorship and Pity in the Representation of the Global Social Orphan in the 1990s" In Cultures of Transnational Adoption. Volkman, Toby Alice editor. Durham, NC: Duke University Press. 185-212.

Week 4: Wednesday, September 20, 2017 – Migrating Children and Families

Due: Reading Response #1

Discuss:

Johnson, Kay Ann

2016 “Adopting Daughters and Hiding Out-of-Plan Children” In China’s Hidden Children. Chicago: University of Chicago Press. Pp. 57-98.

Constable, Nicole

2015 Born out of Place. Berkeley: University of California Press (Excerpts).

Leinaweaver, Jessaca B.

2007 On Moving Children: The Social Implications of Andean Child Circulation. *American Ethnologist* 34(1):163-180.

Week 5: Wednesday, September 27, 2017 Beyond the Gender Binary

Discuss:

Stockton, Katherine

2016 “Queer Child Now and Its Paradoxical Global Effects” In *Journal of Lesbian and Gay Studies*. Nov. 4. Volume 22.

Sedgwick, Eve Kosofsky A.

1998 “How to Bring Your Kids Up Gay” In The Children’s Culture Reader, Jenkins, Henry, ed. NY: NYU Press. 231-240.

Rooke, Alison

2016 Trans Youth, Science, and Art: Creating (Trans) Gendered Space In The Gender, Power and Culture Reader. NY:Oxford University Press. 180-189.

Travers, Anne

2016 “Transgender and Gender Non-conforming Kids and the Binary Requirements of Sport Participation in North America” In *Child’s Play: Sport in Kids’ Worlds*. Rutgers: Rutgers University Press. Pp.179-202.

Recommended Readings

Stockton, Katherine

2009 *The Queer Child, or Growing Sideways in the Twentieth Century*. Duke University Press. Series Q (Excerpts).

Kincaid, James R.

1998 "Producing Erotic Children" In The Children's Culture Reader, Jenkins, Henry, ed. NY: NYU Press. 241-253

Week 6: Wednesday, October 4, 2017 – Children's Rights are Human Rights

Discuss:

Archard, David

2004 *Children: Rights and Childhood*. New York: Routledge. Pp. 53-84.

UN Declaration on the Rights of the Child: <http://www.unicef.org/malaysia/1959-Declaration-of-the-Rights-of-the-Child.pdf>

Skelton, Tracey

2007 Children, young people, UNICEF and participation. *Children's Geographies*, 5(1-2), 165-181.

Nieuwenhuys, Olga

2001 By the Sweat of Their Brow? 'Street Children', NGOs and Children's Rights in Addis Ababa. *Africa: Journal of the International African Institute* 71(4):539-57.

Week 7: Wednesday, October 11, 2017 – Gender and "Healthy" Children

Due: Reading Response #2

Discuss:

Sargent, Carolyn and Michael Harris

1998 Bad Boys and Good Girls: The Implications of Gender Ideology for Child Health in Jamaica. in Small Wars: The Cultural Politics of Childhood. Berkeley: University of California Press. 202-227.

Nancy Scheper-Hughes

2016 Lifeboat Ethics: Mother Love and Child Death in Northeast Brazil In The Gender, Power and Culture Reader. NY:Oxford University Press. 28-35.

Nelson, Toben F.

2016 Sport and the Childhood Obesity Epidemic In Child's Play: Sport in Kids' Worlds. Rutgers: Rutgers University Press. Pp. 82-101

Recommended Readings

Brettell, Caroline B.

1998 Historical Perspectives on Infant and Child Mortality in Northwestern Portugal. in Small Wars: The Cultural Politics of Childhood. Berkeley: University of California Press. 165-185.

Week 8: Wednesday, October 18, 2017 – Children, Gender, and Material Culture

Due: Theme and Journal Entry #1

Discuss:

Chin, Elizabeth

2016 Ethnically Correct Dolls: Toying with the Race Industry In The Gender, Power and Culture Reader. NY:Oxford University Press. 110-117.

Jeffords, Susan

1995 The Curse of Masculinity: Disney's Beauty and the Beast In From Mouse to Mermaid. Bloomington: Indiana University Press. 161-174.

Pinckard, Jane

2003 "Genderplay: Successes and Failures in Character Designs for Videogames." Available through PittCat.

Henry Jenkins

1998 "'Complete Freedom of Movement': Video Games as Gendered Play Spaces." In From Barbie to Mortal Kombat: Gender and Computer Games, eds. Justine Cassell and Henry Jenkins. Cambridge: MIT Press. 262-297.

Film: TBA

Recommended Readings

Allison, Anne

2006 Pokemon: Getting Monsters and Communicating Capitalism In Millennial Monsters: Japanese Toys and the Global Imagination. Berkeley: University of California Press. 192-233.

Giroux, Henry A.

1998 "Stealing Innocence: The Politics of Child Beauty Pageants" In The Children's Culture Reader, Jenkins, Henry, ed. NY: NYU Press. 265-282.

Week 9: Wednesday, October 25, 2017 – Coming of Age – The End of Innocence

Discuss:

Mead, Margaret

1928 Coming of Age In Samoa. A Psychological Study of Primitive Youth for Western Civilization, NY: Harper Perennial. pp. 3-15.

Katz, Cindi

2016 Growing Up Girls/Closing Circles: Limits on the Spaces of Knowing in Rural Sudan and US Cities In The Gender, Power and Culture Reader. NY:Oxford University Press. 180-189.

Herd, Gilbert

2012 Rituals of manhood: Male initiation in Papua New Guinea. In *Gender in Cross-Cultural Perspective* (6th Edition). Brettell, Caroline and Carolyn Sargent, eds. 175-178.

Recommended Reading:

Walley, Christine

1997 “‘Searching for Voices’: Feminism, Anthropology and the Global Debate over Female Genital Operations” in *Cultural Anthropology* 12(3): 405-438.

Week 10: Wednesday, November 1, 2017 – Girl/Boy Culture

Due: Reading Response #3

Discuss:

Kearney, Mary Celeste

2011 Riot Grrl: It’s Not Just Music. In The Girl’s History and Culture Reader. Jennifer Cole and Deborah Durham, eds University of Illinois Press. Pp. 300-316.

Jhingan, Shikha

2012 Teenage Girls and Global Television: Performing the “New” Hindi Film Song In Super Girls, Gangstas, Freeters and Xenomania. Dewey, Susan and Karen J. Brison, eds. Syracuse, NY: Syracuse University Press. 125-141.

Mora, Richard

2016 “Do it All for Your Pubic Hairs”: Latino Boys, Masculinity, and Puberty In The Gender, Power and Culture Reader. NY:Oxford University Press. 171-179.

Film: The Search for Masculinity: Raising Boys. PBS.

Recommended Reading:

Pascoe, CJ

2005 "Dude You're a Fag: Adolescent Masculinity and the Fag Discourse." *Sexualities*. 8(3):329-246.

Orenstein, Peggy

2012 *Cinderella Ate My Daughter: Dispatches from the Front Lines of the New Girlie-Girl Culture*. Harper Collins. (Excerpts).

Week 11: Wednesday, November 8, 2017 - Children, Gender, and Globalization

Discuss:

Anagnost, Ana

2008 Imagining Global Futures in China: The Child as a Sign of Value. In Figuring the Future: Globalization and the Temporalities of Children and Youth. Jennifer Cole and Deborah Durham, eds. Santa Fe: School for Advanced Research Press. Pp. 49- 72.

Malkki, Lisa, and Emily Martin

2003 Children and the Gendered Politics of Globalization: In Remembrance of Sharon Stephens. *American Ethnologist* 30(2):216-224.

Buckingham, David.

2007 Childhood in the age of global media. *Children's Geographies*, 5(1-2), 43-54.

Week 12: Wednesday, November 15, 2017 – CHENEY VISIT

Discuss: Crying For Our Elders by Kristen Cheney

Week 13: Wednesday, November 22, 2017 – THANKSGIVING - NO CLASS!

Week 14: Wednesday, November 29, 2017 – Small Wars: Children and Violence

Discuss:

Olujic, Maria B.

1998 Children in Extremely Difficult Circumstances: War and Its Aftermath in Croatia in Small Wars: The Cultural Politics of Childhood. Berkeley: University of California Press. 318-330.

Shah, Nafisa

2012 Invisible Routes, Invisible Lives: The Multiple Worlds of Runaway and Missing Women and Girls in Upper Sindh, Pakistan. in Learning from the Children. Waldren, Jacqueline and Ignacy-Marek Kaminski, eds. NY: Berghahn Books. 19-34.

Schepler, Susan

2014 “Distinctions in Populations of “Child Soldier”: RUF and CDF, Boys and Girls In Childhood Deployed, Remaking Child Soldiers. NY: New York University Press. 131-156.

Due: Reading Response #4

Week 15: Wednesday, December 6, 2017 – Project Presentations

Due: Group Presentations

Week 16

December 15

**Deadline: COMPLETED JOURNALS DUE IN GSWS
OFFICE NO LATER THAN 4:30PM**

Childhood and the Development of the Nation

Discuss:

Cheney, Kristen E.

2007 *Pillars of the Nation: Child Citizens and Ugandan National Development*. Chicago: University of Chicago Press. Pp. 125-141.

Hall, Kathleen

1995 "There's a Time to Act English and a Time to Act Indian": The Politics of Identity among British-Sikh Teenagers. In Children and the Politics of Culture. Sharon Stephens, ed. Princeton, NJ: Princeton University Press. Pp. 243-264.

Recommended Reading:

Gandsman, Ari

2009 "A Prick of a Needle Can Do No Harm": Compulsory Extraction of Blood in the Search for the Children of Argentina's Disappeared. *Journal of Latin American and Caribbean Anthropology* 14(1):162-184.