

**Syllabus**  
**Anthropology of Childhood and Immaturity**  
**Elise Berman**

HM 145 Wednesdays 10:30-1:20  
Office HDS 5736 S. Woodlawn Rd. Room 004  
Office Hours 9-12 Thursday mornings – sign up on Chalk

What does it mean to be a child? In this course we will attempt to answer this question by analyzing one aspect of childhood, immaturity. We will begin by questioning the existence of a stage of life called childhood. We will move on to examine immaturity as a necessary feature of the evolution of the human species and as a psychological phenomenon. We will then discuss anthropological arguments about the differing nature of childhood across cultures. To further this discussion, we will study two aspects of childhood in detail: language and emotions. When discussing case studies about how children speak and feel, we will analyze how such studies speak to the questions raised earlier in the quarter.

This class is structured as a seminar. Grades will be based on participation, weekly writing assignments, and two short essays. Because there is a large amount of assigned reading, no outside research is required. However, each student is required to demonstrate engagement with the material both in class and in their writing. To this end:

- Participation: You are expected to come to class prepared and to contribute to class discussions. **Those of you using computers must turn off wireless while in class.**
- Weekly writing assignments: Each week you are to write a one page single spaced Times New Roman 12 point font response to the readings. You are not to summarize the readings, but rather focus on an issue the readings bring up and analyze and reflect on that issue. You are expected to refer to more than one of the readings in this reflection. The assignment is due at the beginning of class each week. I will drop your lowest grade.
- Two short five-seven page essays. Double spaced, Times New Roman font size 12, one inch margins. **You will be graded on organization, structure, and the quality of your prose as much as on ideas.** I take the structure of writing, as well as the content, very seriously and warn you in advance that essays with interesting ideas but poor structure or prose will not receive high marks. Likewise, well-structured but uninteresting and incorrect essays will also not receive high marks. I will not read drafts of essays, but I will read outlines so long as they are given to me a week before the essay is due.
- **I do not accept any assignments via e-mail.** All assignments must be printed and handed to me.

## Grading:

- Participation: 10%
- Weekly responses: 20%
- Paper 1: 30%
- Paper 2: 40%

## Required Texts:

- Aries, Phillipe. 1962. *Centuries of Childhood: A Social History of Family Life*. New York: Random House.
- Briggs, J. 1999. *Inuit Morality Play: The Emotional Education of a Three Year Old*. Yale University Press
- Heath, S. 1983 *Ways with Words: Language, Life and Work in Communities and Classrooms*. Cambridge: Cambridge University Press.
- Mead, Margaret 1975. *Growing up in New Guinea: A Comparative Study of Primitive Education*. New York: Morrow
- Piaget, J. 1968. *Six Psychological Studies*. New York: Random House

## **March 30th: Introduction**

- Hirschfeld, Lawrence. 2002. Why Don't Anthropologists Like Children? *American Anthropologist*. 104(2)611-627

## **April 6: Does childhood exist?**

- Aries, Phillipe. 1962. *Centuries of Childhood: A Social History of Family Life*. New York: Random House. Part 1.
- Zelizer, V. 1985. *Pricing the priceless child: The changing social value of children*. Princeton, NJ: Princeton University Press. 22-55.
- Kessen, W. 1979. The American child and other cultural inventions. *American Psychologist* 34(10): 815-820

## **April 13: Is immaturity central to phylogenetic and ontogenetic human development?**

- Bruner, J. 1972. Nature and uses of Immaturity. *American Psychologist*, 27(8):687-708.
- Bogin, B. 1998. Evolutionary and Biological Aspects of Childhood in Panter-Brick, Catherine Ed. *Biosocial Perspectives on Children*. Cambridge: Cambridge University Press. 10-45
- Bjorklund, David. 1997. The Role of Immaturity in Human Development *Psychological Bulletin* 122(2): 153-169
- Flinn, Mark and Ward, Carol. 2005 Ontogeny and Evolution of the Social Child. In Ellis, Bruce Ed. *Origins of the Social Mind: Evolutionary Psychology and Human Development*. New York: Guilford Press.19-44

Boas, F. 1974. The Instability of Human Types. In *The Shaping of American Anthropology 1881-1911: A Franz Boas reader*. G.W. Stocking ed. New York: Basic Books.

**Further Reading:**

Bliege Bird, R. and Bird, D. 2002. Constraints of knowing or constraints of growing? Fishing and collecting by the children of Mer. *Human Nature* 13:239-267

Plomin, R. 1990. *Nature and nurture: An introduction to human behavioral genetics*. Pacific Grove, CA: Brooks/Cole, 27-66.

**April 20: In what ways are all children equally immature?**

Piaget, J. 1968. *Six Psychological Studies*. New York: Random House. Ch. 1; pp. 3-73.

Lourenco, O. & Machado, A. 1996. In defense of Piaget's theory: A reply to 10 common criticisms. *Psychological Review* 103:143-164.

Vygotsky, 1978. *Mind and Society: The Development of Higher Psychological Processes*. Cambridge: Harvard University Press. 19-58.

Harkness, Sara and Super, Charles. 1977. Why African Children are so Hard to Test. In Leonore Adler, Ed. *Issues in Cross-Cultural Research* New York: The New York Academy of Sciences, Pp. 326-331

**Further reading:**

Flavell, J. H. 1999. Cognitive development: Children's knowledge about the mind. *Annual Review of Psychology*. Vol. 50: 21-45

Bakhurst, D. 1995. On the Social constitution of mind: Bruner, Ilyenkov, and the Defense of cultural psychology. *Mind, Culture, and Activity*. 2:159-171

Shonkoff, Jack and Phillips, Deborah Eds. Rethinking Nature and Nurture. In *From Neurons to Neighborhoods: The Science of Early Childhood development*. National Academy Press: Washington D.C. Pp. 39-56

**April 27: Are children immature thinkers?**

Mead, Margaret 1975. *Growing up in New Guinea: A Comparative Study of Primitive Education*. New York: Morrow (entire book)

Clark, Cindy. Flight toward Maturity: The Tooth Fairy. In *Flights of Fancy, Leaps of Faith: Children's Myths in Contemporary America*. University of Chicago Press: Chicago. Pp. 5-21.

Gottlieb, Alma. 1998. Do Infants Have Religion? The Spiritual Lives of Beng Babies. *American Anthropologist* 100(1): 122-135

Toren, Christina. 1993. Making History: The Significance of Childhood Cognition for a Comparative Anthropology of Mind. *Man, New Series* 28(3):461-478

Scribner, Sylvia and Cole, Michael. 1973. Cognitive Consequences of Formal and Informal Education. *Science* 182: 553-559

**Further Reading:**

- Mead, Margaret 1932. An Investigation of Primitive Children, with Special Reference to Animism. *The Journal of the Royal Anthropological Institute of Great Britain and Ireland*. 62: 173-190
- Furth, H. G., Hirschfeld, L. A., & Toren, C. 1994. On childhood cognition and social institutions. *Man*, 29(4), 976-981.
- Hirschfeld, L. 2005. Children's understanding of racial groups. In Barrett, M. & Buchanan-Barrow, E. Eds, *Children's understanding of society*. 199-218.

**First paper due: May 2 at 9:30 AM****May 4: Work, Play and other activities: Do (and should) children live immature lives?**

- Corsaro, William. *We're Friends Right?: Inside Kids' Cultures*. Joseph Henry Press: Washington D.C. Chapters 4 and 5, Pp 90-137
- Gaskins, S. 1999 Children's Daily Lives in a Mayan Village: A Case Study of Culturally Constructed Roles and Activities. In Goncu, A. Ed. *Children's Engagement in the World: Sociocultural Perspectives*. Cambridge, UK: Cambridge University Press. 25-61.
- Lancy, David 2007. Accounting for Variability in Mother-Child play. *American Anthropologist*. 109(2): 273-284
- Schwartzman, H. B. 1984. Imaginative Play: Deficit or Difference? *Child's Play: Developmental and Applied*, eds. T. Yawkey and A. Pellegrini, Psychology Press: New Jersey. 49-62.

**Further reading:**

- Watson-Gegeo, K. 2001. Fantasy and Reality: The Dialectic of Work and Play in Kwara'ae Children's Lives. *Ethos* 29(2):138-158.

**May 11: Work, play, and other activities continued: Do (and should) children lead immature lives?**

- Zelizer, V. 1985. *Pricing the priceless child: The changing social value of children*. Princeton, NJ: Princeton University Press. 55-73 (From Useful to Useless)
- Nieuwenhuys, Olga, 2004. *Children's Lifeworlds: Gender, welfare, and labour in the developing world*. Routledge: London. 121-152, 174-207 (Chapters 5, 7, and 8)
- Aitken, Stewart et. al. 2006. Reproducing Life and Work: Global Processes and Working Children in Tijuana, Mexico. *Childhood* 13(3): 365-387.
- Peters, Krijn and Richards, Paul. 1998. 'Why We Fight': Voices of Youth Combatants in Sierra Leone. *Africa: Journal of the International African Institute*. 86(2): 183-210
- Rosen, David 2007. Child Soldiers, International Humanitarian Law, and the Globalization of Childhood. *American Anthropologist* 296-306

**Further Reading**

Gailey, C. W. 1999. Rethinking Child Labor in an Age of Capitalist Restructuring. *Critique of Anthropology* 19(2):115-119.

Schildkrout, E. 1978 Roles of Children in Urban Kano. In *Sex and Age as Principles of Social Differentiation*. J. La Fontaine, ed. Academic Press: London. 69-86

**May 18: How are children communicatively immature and how do they learn?**

Heath, S. 1983 Ways with Words: Language, Life and Work in Communities and Classrooms. Cambridge: Cambridge University Press. (19-314)

W. Labov 1975. Academic ignorance and Black intelligence. In Maehr, M. & Stallings, W. *Culture, child, and school*. Monterey, CA: Brooks/Cole. 63-81

**May 25: How are children emotionally immature and how do they learn?**

Briggs, J. 1999. *Inuit Morality Play: The Emotional Education of a Three Year Old*. Yale University Press (1-10, 23-115, 203-210)

Miller, P. & Sperry, L. 1987. The socialization of anger and aggression. *Merrill-Palmer Quarterly* 33:1-31.

LeVine, Robert and Norman, Karin 2001. The infant's acquisition of culture: early attachment re-examined in anthropological perspective. In Mathew, Holly and Moore, Carmella Eds. *The Psychology of Cultural Experience* New York: Cambridge University Press. Pp 83-104.

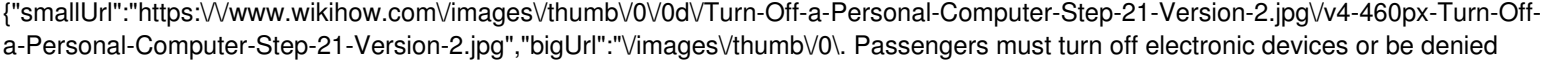
**Final Papers Due For Graduating Seniors Who Need This Class To Graduate May 27<sup>th</sup> 5:00 PM**

**June 1: How do we raise our children and what are the consequences of our childcare practices?**

Leach, Penelope 2004. *Your Baby and Child: From Birth to Age Five*. London: Knopf (selections)

**Final Papers due June 8th 9:30 AM**

Turning off your computer is very simple, yet there are many ways to turn off your device. Confirm that you want to shut down/restart your computer if other users are logged in. This can be done by clicking on Shutdown/Restart anyway or Yes.

{"smallUrl":"https://www.wikihow.com/images/thumb/0/0d/Turn-Off-a-Personal-Computer-Step-21-Version-2.jpg/v4-460px-Turn-Off-a-Personal-Computer-Step-21-Version-2.jpg","bigUrl":"images/thumb/0/0d/Turn-Off-a-Personal-Computer-Step-21-Version-2.jpg/v4-460px-Turn-Off-a-Personal-Computer-Step-21-Version-2.jpg"}

Passengers must turn off electronic devices or be denied their flight. Have you ever wondered why it is so important to turn off electric devices when traveling on a plane? You may have thought about or even tried to use your phone while in-flight. The answer is simple if you think about how electronics work and emit energy. Why You Should Turn Off Electronic Devices. According to Peter Ladkin, Professor of Computer Networks and Distributed Systems at Bielefeld University in Germany, using personal electronic devices while in flight can be compared to holding a blowtorch to household pipes. When signals are interrupted, the avionics components change readings and trigger the system to make fine adjustments unnecessarily. I usually turn them off when not in use, but sometimes forget, leaving them on for up to a month or more at a time. In the two to three years of using these mice I have yet to replace the batteries on any of them. If Logitech doesn't blow you away with the quality of their mice in use, they will certainly impress your socks off with their battery life and efficiency. Your question: If you're using a wireless mouse, should you turn it "off" every time you're not using it and flip that switch off, or is it alright to leave it on when you're not using it, or does that waste a lot of battery? In most cases, the power savings are likely to be negligible. The mice use very little power, so yeah, leaving them on is not an issue. A few exceptions for me She has also indicated that the system must continue to function during the transition period. Which 802.11 standard will work best in this situation? 802.11g. SSID broadcast is ruined off. Which of the following must you configure manually on the client. select three. SSID AES Preshared Key. You need to add security for your wireless network. Your company security policy states that wireless networks are not to be used because of the potential security risk they present to your network. What type of security risk is this? Rogue access point. task use of laptop computers in class than their undergraduate counterparts. This research should be of interest to post-secondary educators and administrators in attempting to bridge the student classroom instruction using laptops is practically a necessity, while Elwood et al (2006) observe that although laptop usage may be ubiquitous programs and strategies for using laptops in the classroom are not. Elwood et al develop a model which suggests that whether students will. Students of this generation view electronic devices as a "must" and believe that the internet is like oxygen. Classroom education has long been criticized for being disjointed from the real world.