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)


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]

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<th>Grading Scale</th>
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<tr>
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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](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.

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

Bluebond-Langner, Myra and Jill E. Korbin

Recommended Reading:

James, Allison and Adrian L. James

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

Discuss:

Speier, Amy

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

**Due: Reading Response #1**

Discuss:

Johnson, Kay Ann  

Constable, Nicole  
2015 **Born out of Place**. Berkeley: University of California Press (Excerpts).

Leinaweaver, Jessaca B.  

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

Discuss:

Stockton, Katherine  

Sedgewick, Eve Kosofsky A.  

Rooke, Alison  

Travers, Anne  

**Recommended Readings**

Stockton, Katherine  
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  


Skelton, Tracey  

Nieuwenhuys, Olga  

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

Due: Reading Response #2

Discuss:

Sargent, Carolyn and Michael Harris  

Nancy Scheper-Hughes  

Nelson, Toben F.  
Recommended Readings

Brettell, Caroline B.

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

Due: Theme and Journal Entry #1

Discuss:

Chin, Elizabeth

Jeffords, Susan

Pinckard, Jane

Henry Jenkins

Film: TBA

Recommended Readings

Allison, Anne

Giroux, Henry A.
**Week 9: Wednesday, October 25, 2017 – Coming of Age – The End of Innocence**

**Discuss:**

Mead, Margaret  

Katz, Cindi  

Herdt, Gilbert  

**Recommended Reading:**

Walley, Christine  

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

**Due: Reading Response #3**

**Discuss:**

Kearney, Mary Celeste  

Jhingan, Shikha  

Mora, Richard  

**Film:** The Search for Masculinity: Raising Boys. PBS.
Recommended Reading:

Pascoe, CJ

Orenstein, Peggy

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

Discuss:

Anagnost, Ana

Malkki, Lisa, and Emily Martin

Buckingham, David.

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.
Shah, Nafisa  

Schepler, Susan  

Due: Reading Response #4

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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.  

Hall, Kathleen  

**Recommended Reading:**

Gandsman, Ari  