Anthropology 3305
The Anthropology of Parenting
Summer, 6-Week Session

Instructor: Meredith Small
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Description

This course explores the intersection biology and culture and how that intersection affects the way we parent. Evolution has selected us to mate and reproduce, but that process is complicated by the fact that human babies are born too soon and need extensive care. Parenting decisions are also deeply affected by cultural belief systems that are subtle, and usually unconscious, but they are also powerful forces that guide how we treat babies and children. We will begin by looking at various concepts of evolutionary theory, how walking on two legs altered the human pelvis and pushed for human babies to be born neurologically unfinished, and the resulting entwined relationship between babies and adults. Then we will look at parenting across cultures focusing on such subjects as sleep, crying, feeding, discipline and socialization.

Introductory Information: Feel free to email at any time. Once the class starts, I'll be checking several times a day. And since this course moves quickly, let me know right away if something is not working on Blackboard so I can get the tech people right on it.

It is very important that you have web/computer access at all times during the course. If you are traveling, make sure you can logon wherever you are. There is really no down time since this course runs quickly, and I won’t accept any excuses for not being able to do the work or hand in essay questions and quizzes on time.

Please use your Cornell email and this is also how we will communicate with you. It is very important that you check your Cornell email every day. I usually communicate with students by email and sometimes this information is critical for the course.
Please read this syllabus and the other information document, Lecture/Reading Schedule, thoroughly and consult them over the span of course if you are not sure of requirements and due dates.

This course is conducted on Blackboard. You are automatically enrolled in our Blackboard once you have completed the registration process. The course unlocks a few days before the course begins.

The course is organized by weekly sessions followed by a quiz at the end of each week. The primary folder for each week unlocks as we go along, and within each of those weeks you will find folders for the lectures, reading essay questions, and external links for that week. Quizzes are at the bottom of week’s work and they unlock three days before they are due (more explanation below).

**Trouble with Blackboard?** When students experience trouble opening Blackboard, the lectures, or if the lectures have no sound, the first thing to do is try another browser, then another computer. These actions usually fix the problem. If not, contact me, the TA, and CIT (Cornell Information Technologies, the Cornell tech people).

https://it.cornell.edu/support

The CIT helpline is always good but not open nights or weekends: 607-255-8990

**Our Class:** Please send me (by email) a small photograph of yourself and a few sentences about you. They will be uploaded to the “Our Class” file in Course Information so that everyone can see their classmates as if we were all in the same room.

**Netiquette:** All emails to and from me or the TA are to be conducted in a professional academic manner. That is, we will all address each other as if we were in the classroom. The correct way to address me is Professor Small. With the TA you can use his or her first name. We will generally write to you by your first name.

I tend to write to my students, and everyone, without the “Dear ....” because I do a lot of emailing, so feel free to write to me in the same way. In other words, you don’t need to contextualize your email with
hellos and goodbyes or other comments and don’t be insulted when I answer your questions in the same way. Think of our email exchanges as if you were walking up to me after class and asking a question.

Please respect the thoughts and writings of others during discussions. We learn from each other during discussion and the only way to do that is read closely and digest what others have to say.

The TA and I do ask that you include in the subject line or in the body of the email the number of the course, as in ANT3500, since we are sometimes teaching more than one course at a time and this way we can answer your questions more efficiently.

You will have a chance to provide an anonymous evaluation of the course at the end but if you have problems or comments you can always email them directly to me.

And by all means, feel free to ask me general questions about anthropology, specific areas of focus in the course, ideas you might have about these subjects, or write to me about articles you have read online or elsewhere that pertain to the course. I have always encouraged students to do this in the classroom and have learned a lot from these questions or comments, so don't hesitate to share your thoughts or perspectives on issues in the course.

**Required Readings:**

Books can be purchased at Amazon and other books sites or checked out from a local or university library.

Blum, D. 2002 *Love at Goon Park*.

Gottlieb, A. *The Afterlife is Where We Come From*.

Fadiman, A. 1997 *The Spirit Catches You and You Fall Down*.

Levine, R. and A. Levine 2016 *Do Parents Matter?*
These required readings are not text books per se but meant to provoke thoughts about what it means to be parents, babies, and children. Note the scheduled reading for each week and the corresponding set of possible essay questions. Choose ONE essay question per week to answer (not all of them). There will be NO reading and NO discussion question on week six since you will be working on your ethnographic project. See the document Lecture/Reading Schedule which is also online in the folder “Course Information.”

Requirements

1) Quizzes: At the end of each week there will be a quiz (25 points each = 6 weeks x 25 = 150 points total).

THE QUIZ WILL BE UNLOCKED ON EACH SATURDAY AT NOON AND IS DUE ON MONDAY BY NOON, Eastern Standard Time. Please label your quiz with your last name first, the course number, and the assignment as in SMALLANT3305Quiz#1.

2) Reading Essay Questions: You will also be required to answer ONE reading essay question (10 points, 5 x 10 = 50 points total) based on the reading for each week for the first 5 weeks (not week 6 since you will be working on your project). Your answer should not exceed ONE DOUBLE SPACED PAGE. I repeat, you DO NOT answer ALL the discussion questions but choose ONE each week and answer it.

READING ESSAY QUESTIONS ARE ALSO DUE ON MONDAY BY NOON EST. Please label your discussion question papers with your last name first, the course number, and the assignment as in SMALLANT3305DIS#1.

Grades for the weekly Reading Essay Questions will be based on the following:

- A clear and concise statement of the idea, argument, or thesis which the discussion question addresses. 4 points
- Support of your answer with evidence from the specific reading. 4 points
• Writing style including organization, grammar, and clarity. 2 points.

Please note that in this type of academic or scientific writing your opinion is not appropriate. You are answering a specific question about the work of others.

3) Final Project: During week 6, you will be completing a project about parenting across cultures (see more detailed information about the final project under Course Information). You will write a **FOUR PAGE DOUBLE SPACED** paper that has two parts. Part One will be a description of the non-western culture that you are examining and Part Two will focus on a particular parenting topic such as infant feeding, sleep, discipline, etc. Every student must communicate their culture and topic to me for approval before beginning. This project counts the same as one quiz (25 points).

**THE PAPER IS DUE THE LAST DAY OF THE COURSE BY NOON EST.** Please label your project with your last name first, the course number, and the assignment as in SMALLANT3305FINALPAPER#1.

**Total points for course:** Overall class point total of 150 for six quizzes + 50 for five essay reading questions + 25 for ethnographic project = 225 total points.

**Special Note:** All prelims and discussions should be in WORD format (not pdf’s because we cannot grade them) and sent to our TA xxxxxxx. Please label each file with your last name first, then the class, then the assignment as in Small1300prelim1.

**When Everything is Due:**

**Week 1:**

**Quiz #1 is available Saturday, July 14 at noon.**

**Quiz #1 and Reading Essay Question #1 are DUE BY NOON (EST) Monday July 16.**
Week 2:

Quiz #2 is available Saturday, July 21 at noon.

Quiz #2 and Reading Essay Question #2 are DUE BY NOON (EST) Monday July 9.

Reading Essay Question #3 is DUE BY NOON (EST) Monday July 16.

Prelim #2 is available Saturday, July 21, at noon.

Prelim #2 and Reading Essay Question #4 are DUE BY NOON (EST) on Monday July 23.

Reading Essay Question #5 is DUE BY NOON (EST) Monday July 30.

Prelim #3 is available Saturday August 4, at noon.

Prelim #3 and Reading Essay Question #6 are DUE BY NOON (EST) on Monday August 6.

Course Process

1) Lectures

Each week on Monday at noon next week’s work is unlocked. The lectures are text and illustrations with my voice describing concepts. If you don’t hear my voice, click on the little speaker on the bottom right.

Love at Goon Park, Deborah Blum
A World of Babies, De Loach and Gottlieb
The Afterlife is Where We Come From, Alma Gottlieb
Maya Children, Karen Kraemer
Hunter and Gatherer Childhoods, Hewlett and Lamb
Toddler, Jennifer Margoulis
3) External Links

You will also view external links for each week. These links are videos, newspaper articles, websites, and current events related to parenting, and there might be questions about them on the quizzes.

Course Schedule

Week 1:

Why do we bother having children? What do nonhuman primate parents tell us about human parenting? What is attachment and why is it so important to human babies?

Reading: *Love at Goon Park*

DISCUSSION QUESTION DUE ON MONDAY BY NOON. EST

QUIZ IS UNLOCKED ON SATURDAY AND IS DUE MONDAY BY NOON EST.

Week 2:

Evolution has deeply affected human infants and caregivers. What is the expected caregiving package of human infants? What do families have to do with babies?

Reading: *A World of Babies*

DISCUSSION QUESTION IS DUE ON MONDAY BY NOON EST.

QUIZ UNLOCKED ON SATURDAY AND IS DUE MONDAY BY NOON EST.

Week 3:
Babies cry, fret, eat and sleep. We will explore these baby moments and why they are significant in shaping parenting styles.

Reading: *The Afterlife is Where I Come From*

DISCUSSION QUESTION IS DUE ON MONDAY BY NOON EST.

QUIZ IS UNLOCKED ON SATURDAY AND IS DUE MONDAY BY NOON EST.

**Week 4:**

What is culture and how does it affect parenting styles? Why do people of one culture agree on one acceptable parent style, but those styles vary across cultures? Do these cultural differences in parenting matter?

Readings: *Hunter and Gatherer Childhoods*

DISCUSSION QUESTION IS DUE ON MONDAY BY NOON EST.

QUIZ IS UNLOCKED ON SATURDAY AND IS DUE MONDAY BY NOON EST.
**Week 5:**

This week we move into childhood and the experience of socialization. How do children acquire language? Where do their values come from? Are boys and girls naturally different or does culture make them different?

Reading: *Toddler*

**DISCUSSION QUESTION IS DUE ON MONDAY BY NOON EST.**

**QUIZ US UNLOCKED ON SATURDAY AND IS DUE MONDAY BY NOON EST.**

**Week 6:**

Childhood is supposed to be fun, isn’t it? Then why do kids in some countries work hard? How do they contribute to the family? And when are they officially adults?

**PROJECT DUE BY MONDAY NOON EST.**

**QUIZ US UNLOCKED ON SATURDAY AND IS DUE MONDAY BY NOON EST.**

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It is Cornell policy to provide reasonable accommodations to students who have a documented disability (e.g. physical, learning, psychiatric, vision, hearing, or systemic) that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact Student Disability Services and their instructors for a confidential discussion of their individual need for academic accommodations. Student Disability Services is located in 420 CCC. Staff can be reached by calling 607-254-4545.

Cornell University is also invested in making online course materials accessible to students with disabilities. To this end, we have reviewed this course for baseline accessibility, which includes the captioning of videos,
and use with assistive technology. This may not include some complex content (graphs, images, and/or equations). Please contact your **Student Disability Services Counselor** if you have difficulty with accessing online course material at 607-254-4545 or email sds_cu@cornell.edu for additional assistance.

**Links:**

Students with disability are encouraged to contact the [Cornell University Disability Services](mailto:sds_cu@cornell.edu), email sds_cu@cornell.edu, phone 607-254-4545

Technical Issues with Blackboard: CIT [http://www.it.cornell.edu/support/](http://www.it.cornell.edu/support/) and the hotline 607-255-5500

Writing Help (although they are not open during winter break or during summer): [Knight Institute Writing Walk-In Service](mailto:)

Continuing Education issues: [Cornell Continuing Education](http://www.it.cornell.edu/support/) and phone 606-255-9697
Anthropology 3305
The Anthropology of Parenting
Distance Learning, Summer Session

Lecture, Reading, Prelim and Discussion Schedule

Week 1

We begin by looking at parents and babies from an evolutionary point of view but also introduce the idea that culture influences not only having babies but also bringing them up. Other primates contribute to our understanding of how humans have evolved physically and behaviorally and what is important, necessary, or simply expected by human babies and parents.

Week 1 Lectures:

Week 1 Lecture 1: Primate Parents
Week 1 Lecture 2: The Evolution of Human Parents
Week 1 Lecture 3: The Evolution of Babies

Week 1 Reading: Read Love at Goon Park by Deborah Blum.

Week 1 Readings Essay Question (in folder online): Answer one Readings Essay Question in one double spaced page and submit it to the TA by Monday, July 2 at noon (EST).

Week 1 External Links: These links are articles and videos to enhance your experience of the subjects covered each week. If you find something interesting in the news or in some other reliable source, pass it along to me and I’ll post it for the class.

Week 1 Discussion: Look at the Discussion Threads and comment. I'll be checking these several times a day and adding my comments.

Quiz #1: Quiz #1 unlocks Saturday June 30 at noon. Submit it to the TA by Monday, July 2 at noon (EST).
Week 1 Learning Expectations and Outcomes:

• Explain what anthropology is and what two perspectives are used in the anthropological viewpoint.
• Explain how nonhuman primate parents and babies might tell us something about human parents and babies.
• Define and the Order Primates. Be able to explains the trends that define primates.
• Which trends are especially important to our understanding of the evolution of human babies and parents?
• Be able to give examples of what parents do, both human and nonhuman primates.
• Discuss the very long primate-mother bond.
• Explain how Harlow’s work on rhesus monkey infants is important to how we treat human infants.
• Compare the advantages of being a social animal.
• We share with other primates a reliance on inter-personal interactions with kin and nonkin. Why might this be an evolutionary advantage?
• Summarize what nonhuman primate babies tell us about human babies.
• What is reproductive success? Explain how organisms evolve.
• Explain the difference in investment by males and females to passing on genes.
• Western culture believes that the “normal” human mating system is monogamy. Discuss this belief.
• Define Parental Investment and how it effects reproductive success for each gender.
• Trivers believes conflict among siblings can be explained with evolutionary theory. Explain his approach.
• Why do we have children? What are the possible explanations?
• Having babies is both a biological process and also cultural process. Explain what parts are biological and what is cultural.
• What do you think is a good parent? Are your beliefs driven by a cultural belief systems or evolutionary theory?
• Why is the change to upright walking in humans so critical for understanding human infants?
• Be able to compare the chimpanzee and human pelvis and highlight the differences that affect the human birth process.
• Explain when and why human birth became so difficult?
• Describe the evolutionary compromise between the human pelvis and infant head size.
• What is the result of this compromise? Describe the co-evolution of infant dependence and parental care. In your answer give specific examples of this evolutionarily selected compromise.
• What do human babies expect? What is an evolutionarily entwined dyad?

**WEEK 2**

What do babies do? They cry, eat, and sleep.

**Week 2 Lectures:**

Week 2 Lecture 1: Why Do Babies Cry?
Week 2 Lecture 2: What Should Babies Eat?
Week 2 Lecture 3: Where Should Babies Sleep?

**Week 2 Reading:** Read *The Afterlife is Where We Come From* Chapters 1-7.

**Week 2 Readings Essay Question (in folder online):** Answer one Readings Essay Question in one double spaced page and submit it to the TA by Monday, July 9 at noon (EST).

**Week 2 External Links:** These links are articles and videos to enhance your experience of the subjects covered each week. If you find something interesting in the news or in some other reliable source, pass it along to me and I'll post it for the class.

**Week 2 Discussion:** Look at the Discussion Threads and comment. I'll be checking these several times a day and adding my comments.

**Quiz #2:** Quiz #2 unlocks Saturday July 7 at noon. Submit it to the TA by Monday, July 9 at noon (EST).

**Week 2 Learning Expectations and Outcomes:**

• Infant crying is a signal. Of what?
• Explain how crying is advantageous from the baby’s point of view.
• Nobody likes the sound of a baby crying. Why do we react so strongly and how might evolution have selected for this reaction?
• How do we conceptualize crying in Western culture? Why do we do this?
• What is a crying paradox?
• Be able to define and describe crying, what it does to infants, what it costs the infant, and the overall pattern of crying.
• Describe crying as a signal and distinguish crying from fussing.
• Outline the universal crying curve and the significance of the decrease at three month.
• The are many myths about crying. What is crying “not” about?
• Is colic a real thing?
• After listening to this crying lecture, what is really the best way to stop a baby from crying and why does that make sense?
• In an evolutionary sense, be able to explain the development of mammalian breastfeeding
• Describe the co-dependent relationship between mothers and infants that has to be in place for breastfeeding to be successful
• List the advantages to breast feeding for infants and mothers.
• Describe and explain the process and mechanics of breastfeeding, including all hormonal changes for the mother.
• Why is breast feeding considered nature’s contraception?
• Describe the anatomy of the human breast.
• Describe and explain lactogenesis.
• What is colostrum? Why is it an advantageous liquid for babies?
• Name and explain the action of the hormones of lactation.
• What are the consequence when babies breastfeed on a schedule or not at night?
• Why do babies cry for more milk? When are babies full?
• How does culture sometimes interfere with the basic biology of breastfeeding? And what is the result?
• What is weaning and how might we decided when weaning “should” occur?
• Describe the positive and negative aspects of using “artificial milk.”
• Explain why infant sleep is such a “controversial” issue in Western culture.
• Describe James McKenna’s co-sleeping research and what it tells us about what infants might expect as they sleep.
• Give a detailed account of what happens when babies sleep.
• What is the natural sleep position for babies and why is it important?
• What are the parameters of safe co-sleeping?
• Why are Western parents, in particular, afraid of co-sleeping?

**WEEK 3**

In Week 3 we concentrate on how culture refracts the natural relationship between parents and infants.

**Week 3 Lectures:**

Week 3 Lecture 1: What is Culture?
Week 3 Lecture 2: How Cultures Influences Parenting

**Week 3 Reading:** Read *The Afterlife is Where We Come From* Chapters 8-11.

**Week 3 Readings Essay Question (in folder online):** Answer one Readings Essay Question in one double spaced page and submit it to the TA by Monday, July 9 at noon (EST).

**Week 3 External Links:** These links are articles and videos to enhance your experience of the subjects covered each week. If you find something interesting in the news or in some other reliable source, pass it along to me and I’ll post it for the class.

**Week 3 Discussion:** Look at the Discussion Threads and comment. I’ll be checking these several times a day and adding my comments.

**Quiz #3:** Quiz #3 unlocks Saturday July 7 at noon. Submit it to the TA by Monday, July 9 at noon (EST). Note that you use the Human Skeleton pdf to fill in the first page of the prelim.

**Week 3 Learning Expectations and Outcomes:**

• What is culture?
• What does it mean to suggest culture is learned? Can it also be genetic?
• What do twin studies suggest about the genetic part of behavior? How do they not help?
Why are those in Western culture so interested in the possible biology of behavior? How do other cultures explain behavior?
• Explain why culture is a process that happens among people.
• Humans are cultural beings. What is meant by this sentence? Support your explanation with examples from our evolutionary past and the behavior of our nonhuman primate relatives.
• What is advantageous about being a culture animal?
• Give a definition of culture.
• Why might babies not be born as blank slates?
• What is the role of experience in influencing behavior?
• How do humans acquire behavior?
• Why might we consider parenting cultural?
• What are cultural norms? How do they influence parenting styles?
• What are parental goals? Why do they come from? How are they translated into parenting styles? Use examples in your explanation.
• Describe Robert LeVine’s approach to parental goals. Compare Gusii and American parental goals.
• What are parental ethnotheories?

WEEK 4

To understand how parenting is affected by cultural norms we have to unpack the caretaking package. In doing so, we will visit several other cultures for comparison to Western culture.

Week 4 Lectures:

Week 4 Lecture 1: The Caretaking Package
Week 4 Lecture 2: Cross-Cultural Examples

Week 4 Reading: Read The Spirit Catches You and You Fall Down.

Week 4 Readings Essay Question (in folder online): Answer one Readings Essay Question in one double spaced page and submit it to the TA by Monday, July 14 at noon (EST).

Week 4 External Links: These links are articles and videos to enhance your experience of the subjects covered each week. If you find something
interesting in the news or in some other reliable source, pass it along to me and I’ll post it for the class.

**Week 4 Discussion:** Look at the Discussion Threads and comment. I’ll be checking these several times a day and adding my comments.

**Quiz #4:** Quiz #4 unlocks Saturday July 14 at noon. Submit it to the TA by Monday, July 16 at noon (EST). Note that you use the Human Skeleton pdf to fill in the first page of the prelim.

**Week 4 Learning Expectations and Outcomes:**

- What are parental scripts? How do they go beyond simple care and feeding of infants?
- Define Ethnopediatrics and what is different about this term than the usual anthropological interest in infants. What is the added value of this view?
- What does the caretaking package include?
- Define and describe the two basic caretaking packages we see around the world today. Explain the contrasting values and behaviors of each.
- Reflect on why more than one type of caretaking package might be advantageous in the evolutionary sense.
- Compare the consequences for parents of the two types of caretaking packages.
- What are the contrasting consequences for infants?
- How do we learn to care for children?
- Why do anthropologists often look at hunters and gathering communities?
- Compare the culture, way of life, belief system, and parental goals and parental styles of the !Kung, the Ache, the Gusii, Japan, and America (making a comparative chart is a good idea)

**WEEK 5**

It seems like so much is packed into childhood. Here we ask why we have childhood at all and the various theories put forth to explain the long human childhood. Then we look at the process of socialization and how language, which we learn during childhood, frames everything.
Week 5 Lectures:

Week 5 Lecture 1: The Evolution of Childhood
Week 5 Lecture 2: Socialization
Week 5 Lecture 3: Language

Week 5 Reading: Read *Do Parents Matter?*

Week 5 Readings Essay Question (in folder online): Answer one Readings Essay Question in one double spaced page and submit it to the TA by Monday, July 30 at noon (EST).

Week 5 External Links: These links are articles and videos to enhance your experience of the subjects covered each week. If you find something interesting in the news or in some other reliable source, pass it along to me and I’ll post it for the class.

Week 5 Discussion: Look at the Discussion Threads and comment. I’ll be checking these several times a day and adding my comments.

Quiz #5: Quiz #5 unlocks Saturday July 28 at noon. Submit it to the TA by Monday, July 30 at noon (EST). Note that you use the Human Skeleton pdf to fill in the first page of the prelim.

Begin Ethnographic Project: Email me with your culture and topic for approval before you begin.

Week 5 Learning Expectations and Outcomes:

• What are our fantasy notions about childhood and what is the reality?
• What is childhood like for other animals, especially other primates?
• Describe the life stage of a juvenile.
• Define what is so unusual about human childhood compared to other mammals.
• Explain Bogin’s theory for the evolution of human childhood. What is his evidence?
• Explain Kapan’s theory for the evolution of human childhood and what is his evidence?
• Contrast Kaplan and Bogin with the Bird’s take on human childhood. Which one do you support and why?
• What is socialization? Explain the context of socialization in process, time, and development.
• Over what actions do parents in differ across cultures in the style of socializing their children?
• What is a social role and why do children pick up on social roles?
• Describe how there is a major conflict between what children learn from their parents and what they might learn from society.
• What is identity and why is it essential for humans? What is your identity (there are many many layers to this answer)?
• How might the notion of identity have evolved and been advantageous for individuals?
• What is the difference between individual identity and group identity?
• How do children develop a sense of right and wrong? Are any social norms universal and what does it mean if there are?
• How do various cultures teach right and wrong?
• What does it mean to say that language is innate but also acquired?
• Suggest why humans might have evolved the ability to communicate by language?
• Give examples of other types of communication in the animal world and what those sounds communicate.
• What do we do with all that speaking? What are we communicating?
• Describe the anatomy and production of speech and hearing.
• Describe the possible ways children acquire language.
• What do babies tell us about the acquisition of language?
• List the stages of language acquisition.

WEEK 6

This week focuses on some of the more difficult aspects of being a child. We look at all the work that kids do (and most is not a burden and is an economic contribution to the family), the types of stress that most kids deal with, and then we move those kids into adolescence where this course ends.

Week 6 Lectures:

Week 6 Lecture 1: Children’s Work
Week 6 Lecture 2: Children and Stress
Week 6 Lecture 3: Growing Up

**Week 6 Reading:** No reading. Complete Ethnographic Project

**Week 6 Readings Essay Question:** No reading essay question.

**Week 6 External Links:** These links are articles and videos to enhance your experience of the subjects covered each week. If you find something interesting in the news or in some other reliable source, pass it along to me and I’ll post it for the class.

**Week 6 Discussion:** Look at the Discussion Threads and comment. I’ll be checking these several times a day and adding my comments.

**Quiz #6:** Quiz #6 unlocks Saturday August 4 at noon. Submit it to the TA by Monday, August 6 at noon (EST).

**Week 6 Ethnographic Project due Monday August 6 at noon.**

**Week 6 Learning Expectations and Outcomes:**

- You will not be reading Kramer’s book, but what does the lecture say how Maya children contribute to the household economy? How much do Maya kids work?
- How is childhood work genderized in many cultures? Who does what?
- Compare and contrast ideas about children working in Western culture now and in the past with other cultures.
- Is it possible to reframe our Western moralistic judgements of how childhood work in other cultures?
- Are children assets or burdens?
- How do children play?
- What is the social role of play?
- Name some stressors of children? What do children go through? What causes the high mortality of children worldwide?
- Describe the work on children and stress by anthropologist Mark Flinn. Explain his theory, methods, and results. Why did he conduct this work in the Caribbean rather than the US?
- What causes stress on the children of Dominica? How does Flinn show this? How do his results relate to America culture?
• Might the numbers of children diagnosed with ADHD or other so-called pathologies in America be under stress of some sort? Has anyone check that? Are stressors on children having a consequence on the American health care system? How can we help?
• Given that Flinn says it’s all about predictability, how might the spate of school shootings be affecting American children? How could someone measure that effect? How about the rate of divorce? How could that be measured?
• In general, how do children grow over childhood? Describe bone growth, brain growth, and growth curves in particular.
• Compare growth across cultures.
• Describe the differences in growth and maturation between boys and girls.
• Track the changes in hormones through puberty.
• Describe the difference in adolescent expectations across cultures.
• Do we have adolescent rituals in America? What about different subcultures within America? Different families?