

CLS H80
Latino Childhoods:
Comparative Approaches to the Study of Children and Youth

Fall 2017



Time: Mondays and Wednesdays, 12:00-1:20 p.m.

Location: HH 242

Professor Anita Casavantes Bradford

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Office hours: Mondays 2:00-4:00 p.m., Student Success Initiatives Center (Student Services II building, near the Zot n' Go)

Course Website: <https://eee.uci.edu/17f/61070>

Course Overview

In this seminar-style class, students will explore key concepts, issues, and trends in the interdisciplinary field of Childhood Studies. Through intensive critical reading and weekly Study Group tasks, in-class student presentations, and structured discussions, students will gain a deep understanding of the ways that scholars from a range of disciplines, including History, Anthropology, Psychology, Public Health, Law and International Relations, and Literature/Cultural Studies, have analyzed the experiences of Latina/o children, and the meanings that have been attributed to Latina/o childhood, in the 20th and 21st century U.S. Students will compare the experiences of Latina/o children to those of other American children and children around the world, identifying the historical, political, economic and sociocultural factors that have differently structured the life stage we understand as “childhood.” Students will also conduct guided individual research on a Latina/o childhood-related topic of their choice, and write an 6-8 page paper that analyzes their individual experiences of childhood in light of key concepts, themes and debates in the field of childhood studies.

Required Texts:

1. Michael Wyness, *Childhood and Society* (CS)
2. Students will each be assigned ONE of the following (and must purchase a copy): Sonia Nazario, *Enrique’s Journey*; Domingo Martinez, *The Boy Kings of Texas: A Memoir*; Reyna Grande, *The Distance Between Us*; Sonia Sotomayor, *My Beloved World*; Raquel Cepeda, *Bird of Paradise: How I Became Latina*; Carlos Eire, *Learning to Die in Miami: Confessions of a Refugee Boy*

*Other readings will be available online via the course website

*All weekly readings should be done BEFORE the class date for which they are listed

Student Learning Objectives

1. Students will engage in a variety of active reading, writing and discussion tasks designed to develop their understanding of diversity of experiences that have characterized Latina/o childhoods in the 20th and 21st century United States.
2. Students will demonstrate, in discussion and through writing tasks, an initial grasp of the literature of the interdisciplinary field of childhood studies and identify problems with the ways childhood has been studied in the past.
3. Students will make use of the lenses of race, class, gender, sexuality and citizenship to analyze similarities and differences among Latina/o and other children's lived experiences.
4. Students will demonstrate, in seminar discussions and in writing, an understanding of the diverse ways that childhood and specific groups of children have been represented in the media and public discourse, and will analyze the way that the "politics of childhood" have impacted the lives of different groups of Latina/o children.
5. Students will complete a quarter-long, structured research and writing project that includes formulating a topic and research question, gathering sources and preparing a correctly formatted bibliography, outlining and notetaking, drafting, revising and editing, culminating in the production of a 6-8 page long research-reflection paper on a topic of their choice related to the study of Latina/o childhoods.
6. Students will participate actively in discussions, including discussions of controversial and value-laden topics, demonstrating their ability to agree and disagree respectfully with others, to support their opinions with evidence, and to ask and answer questions in ways that invite further reflection and analysis.

How to Earn your 'A' in This Course:

1. Reading Response Portfolio: 20%

- a. Throughout the quarter, you will complete a series of 1-2 page long Reading Responses designed to help you 'process' the course readings and prepare for seminar discussions and discussion of your assigned memoirs. You will see **(RR)** listed next to the seminar discussion topics when you are required to complete these in preparation for a class. Print and bring to class with you for each scheduled seminar.
- b. Beginning in Week Four, you will prepare in advance two open-ended discussion questions for each scheduled seminar; print these questions out and bring them to class with you.
- c. Each student will also be asked to complete one 'media reflection,' finding a video clip/media article/song/etc. that speaks to one of the themes of the week's readings, and to write a one page reflection to share with the class. Print and bring your media reflection with you on the day of your scheduled presentation.

**I will initial all hard copies of completed portfolio work on the day they are due in class. Please keep all papers together in a file folder with pockets; you will submit them all together for grading in Week Ten. Extensions may be provided for documented medical or family emergency (including immigration related emergencies). Otherwise, NO late papers will be accepted.*

2. Memoirs of Latino Childhood: Short Essay/Power Point Presentation (20%)

You will give a Powerpoint presentation summarizing and analyzing your assigned Latina/o Childhood Memoir in conversation with the course readings covered to date. You will also write an individual 4-5 page paper that expands upon your Powerpoint presentation to analyze the protagonist's experience using key concepts from the interdisciplinary field of childhood studies.

3. Class Participation in Seminar Discussions: 20%

You are expected to attend ALL classes—yes, I take attendance!—to actively share your thoughts and ask questions in seminar, and to actively seek to develop your seminar discussion skills. You will track your participation via a Discussion Tracker. During the first few weeks we will treat seminars as a low-stakes space to practice specific seminar discussion skills; beginning in the later weeks of the class, I will also keep a record of each students' contributions during designated seminars, and I will use those observations to assign your participation grade.

4. "Research-Reflection" Final Paper: 40%

You will write a paper that analyzes an aspect of your own childhood by linking it to scholarly concepts/debates within the field of childhood studies. This paper will be 8-10 pages long, correctly formatted and will include a well-developed bibliography of no less than 8 secondary sources (scholarly books and articles). This paper will be due at the beginning of the final class during Week Ten.

Statement of Academic Honesty:

Academic dishonesty is unacceptable and will not be tolerated at the University of California, Irvine. Cheating, forgery, dishonest conduct, plagiarism, and collusion in dishonest activities erode the University's educational, research, and social roles. They devalue the learning experience and its legitimacy not only for the perpetrators but for the entire community. If evidence of student academic dishonesty is discovered, I will take one of the following actions authorized by the UCI Academic Senate Policies on Academic Honesty:

1. Require repetition of the questionable work or examination with a letter of explanation (noting the evidence of academic dishonesty) to the student's permanent academic file.
2. Reduce the grade to an 'F' or zero, if appropriate, on the questionable work or examination with written notification to the student and a letter of explanation to the student's permanent academic file.
3. Assign the student a failing grade in the course or otherwise lower the grade in the course with a letter of explanation to the student's permanent academic file. The failure will also be recorded by the Registrar on the student's permanent academic record (transcript).

Since I both maintain a 'zero tolerance' policy on this issue, I urge you not to take chances with your work. Go to www.senate.uci.edu/senatweb/default2.asp?active_page_id=754 to educate yourself further about UCI policies on academic dishonesty.

Week One: What is (Latina/o) Childhood?

Monday 10/2:

- Introductions: Childhood photos/objects
- Syllabus Overview (consider final paper topics)
- Sign up for media reflections and memoir presentations
- Overview of Memoirs (finish reading by end of Week Six)
- Overview of Discussion Tracker Handout

-Seminar Skills Activity #1: “Thinking Out Loud” Freewrite/Discussion: What is a child? What is childhood?

Wednesday 10/4:

(Class ends at 12:50 today-- **#I’mFirst Day Party** on Student Center Terrace!)

Readings due today: 1. CS, Ch. 1, “The Social Meaning of Childhood;” AND 2. Begin Segment One of your Latina/o Childhood Memoir

-Seminar Skills Activity #2: “*Yeah, But...*”

***Seminar Discussion (RR-1):** What is the “modern” notion of childhood? When-and why-do our “modern” notions of childhood emerge? What is childhood as a “social construction?” What are the limitations of this theoretical approach? What is the difference between a “concept” and “conception” of childhood?

Come prepared to read out loud and discuss what YOU think is significant about at least three points highlighted in CS Ch. 1, and to explain how they help us to theorize the concepts of ‘child’ and ‘childhood.’ How do these concepts challenge or confirm your pre-existing assumptions and/or ideas/opinions you expressed in the initial Monday discussion of these topics?

Week Two: (Latina/o) Childhood as a Social Construction

Monday 10/9:

Readings due today: CS, Ch. 2, “Childhood and Social Structure”

-Media reflection #1

-Seminar Skills Activity #3: “*Yes, And...*”

***Seminar Discussion (RR-2):** What is the difference between a “constructionist” and a “structuralist” analysis of childhood? According to Qvortrup (2000), what are the three ‘dimensions’ of difference that separate ‘dependent’ children from ‘independent’ adults? What are the contributions/limitations of

Feminism and Marxism in helping us theorize childhood? How does the concept of ‘children’s interests’ (rather than ‘children’s needs’) challenge common ideas about children and childhood?

Come prepared to read out loud and discuss what YOU think is significant about at least three points highlighted in CS Ch. 2—to explain how they help us to theorize the concepts of constructionism and structuralism—and why these are more (or less) important concepts than other points covered in the chapter. Also be prepared to discuss how the concepts covered in this chapter challenge or confirm your previous assumptions, ideas or opinions about children and childhood.

Wednesday 10/11:

Readings due today: Segment One of your Latina/o Childhoods Memoir

-Report in: selected final paper topics

-Media reflection #2

-Seminar Skills Activity #4: “*What I don’t Understand...*”

***Seminar Discussion:** Using the concept of ‘generationing,’ find an example in your memoir of how people of different ages are “positioned as both children and adults” through their interactions with one another. How does your memoir protagonist’s experience reflect (or diverge) from common understandings of “modern” childhood? How do their experiences resonate with (or differ from) from your own childhood?

Come prepared to read out loud and discuss what YOU think is significant about at least three excerpts in your memoir—and to explain how they relate to specific concepts covered in the other course readings for this week (be prepared to read those out loud, too). Be prepared to explain how the memoir excerpts challenge or confirm the concepts from the scholarly literature, as well as how they challenge or confirm your pre-existing assumptions, ideas or opinions about children and childhood.

Week Three: Diversity and Inequality: Globalizing Latina/o Childhoods

Monday 10/16:

Readings due today: CS, Ch. 3, “Children and Childhood in Late Modernity”

-Media reflection #3

-Seminar Skills Activity #5: Moving the Discussion with Open Ended Questions

***Seminar Discussion (RR-3):** How is childhood in ‘late modernity’ imagined to be different from ‘modern’ childhood? In what ways are the changes to late modern childhood imagined as a crisis (or as opportunity) for advancing children’s rights? What have been the consequences for children, both negative and positive, of globalism?

Come prepared to read out loud and discuss what YOU think is significant about at least three points highlighted in CS Ch.3—to explain how they help us to theorize the concepts of Individualization, Inequality and Globalism—and why these are more (or less) important concepts than other points covered in the chapter. Also be prepared to discuss how the concepts covered in this chapter challenge or confirm your previous assumptions, ideas or opinions about children and childhood.

Wednesday 10/18:

Readings due today: Segment Two of your Latina/o Childhoods Memoir

-Media reflection #4

***Seminar Discussion:** In what ways does your memoir protagonist's life story reflect conceptions of premodern, modern and/or late modern childhoods? How are the forces of globalism and inequality reflected in the story of childhood recounted in your memoir?

Come prepared to read out loud and discuss what YOU think is significant about at least three excerpts in your memoir—and to explain how they relate to specific concepts covered in the other course readings for this week (be prepared to read those out loud, too). Be prepared to explain how the memoir excerpts challenge or confirm the concepts from the scholarly literature, as well as how they challenge or confirm your pre-existing assumptions, ideas or opinions about children and childhood. ***ALSO:** to further advance the seminar discussion, prepare in advance two open ended questions tying the memoirs to the course readings.

-Overview of final Research/Reflection Paper rubric

Week Four: Latina/o Children, Migration, Work and Citizenship

Monday 10/23:

Meet at Langson Library Classroom 228

Readings due today: 1. CS, Ch. 11, "Children's Work and Labour: The International Context;" AND 2. Leisy Abrego, "Salvadoran Transnational Families," and "How Children Fare," in *Sacrificing Families: Navigating Laws, Labor and Love Across Borders*.

***Seminar Discussion (RR-4):** How are the terms "Child labor," "Child work" and "School" understood by most people? How was your memoir's protagonist impacted (positively or negatively) by their involvement in these activities? In what ways were YOU impacted by involvement in these activities during your own childhood? In what ways do the terms 'labor,' 'work' and 'school?' fail to capture the complexities of children's activities—especially when we think about the different experiences of children in the Global North and South? How do today's readings challenge your previous assumptions about childhood?

Come prepared to read out loud and discuss what YOU think is significant about at least three points highlighted in the articles—to explain how they help us to theorize the concepts of "children's work," "child labor," and "school," and how these concepts challenge or confirm your pre-existing assumptions,

or ideas/opinions you have expressed in previous discussions. *ALSO: to further advance the seminar discussion, prepare in advance two open ended questions about the course readings.

Wednesday 10/25:
Independent Research at Langson Library

You will spend today's class time collecting sources for your final paper. ***You are required to sign in and out at the "ASK US" desk in Langson Library lobby.***

Readings due today: Segment Three of your Latina/o Childhoods memoir

Week Five: Latina/o Children and their Families

Monday 10/30:

Readings due today: 1. Belinda Campos, "Familialism, Social Support and Stress: Positive Implications for Pregnant Latinas," *Cultural Diversity and Ethnic Minority Psychology* (2008), 14 (2), 155-162; AND 2. Marjorie Faulstich Orellana, "Children's Responsibilities in Latino Immigrant Homes, *New Directions for Youth Development: Theory, Practice and Research*. (Special issue on Social Influences in the Positive Development of Immigrant Youth.); AND 3. Laura Enriquez, "Multigenerational Punishment: Shared Experiences of Undocumented Immigration Status within Mixed-Status Families," *Journal of Marriage and Family* 77 (August 2015): 939-953.

-Media reflection #5

***Seminar Discussion (RR-5):** What is Goodnow and Lawrence's model for analyzing children's housework, and how does it challenge the distinctions between "Child Labor" and "Child Work" drawn in the text? What role does gender play in determining children's roles and responsibilities within their households-and how does that positively or negatively impact them? What do the concepts of "familialism," the "Latino Health Paradox" and "multigenerational punishment" tell us about the relationship between family life and children's experiences and future prospects?

Come prepared to read out loud and discuss what YOU think is significant about at least three points highlighted in the assigned readings—to explain how they help us to further theorize the concepts of "child labor," "child work," "school," as well as to think more deeply about the relationship between class, race, citizenship, and children's health and life chances—as well as to begin to consider what other less obvious factors might impact family wellbeing and children's health. Be ready to discuss how these concepts challenge or confirm your pre-existing assumptions, or ideas/opinions you have expressed in previous discussions. . *ALSO: to further advance the seminar discussion, prepare in advance two open ended questions about the course readings.

Wednesday 11/1:

Readings due today: Segment Four of your Latina/o Childhoods memoir

-Media reflection #6

-Check in on Discussion Trackers (first evaluated Seminar next week!)

***Seminar Discussion:** What has been positive or negative about your memoir protagonists' experience of family life, of child labor/work/school? In what ways have their experiences challenged or confirmed concepts of "Child Labor" and "Child Work"? How do they resonate with (or differ) from your own experiences? And more broadly-how does reflecting on those similarities and/or differences contribute to shaping your evolving understanding of (latina/o) childhood?

Come prepared to read out loud and discuss what YOU think is significant about at least three excerpts in your memoir—and to explain how they relate to specific concepts covered in the other course readings for this week (be prepared to read those out loud, too). Be prepared to explain how the memoir excerpts challenge or confirm the concepts from the scholarly literature, as well as how they challenge or confirm your pre-existing assumptions, ideas or opinions about children and childhood. . *ALSO: to further advance the seminar discussion, prepare in advance two open ended questions tying the memoirs to the course readings.

Week Six: Latina/o Children as Symbols and Social Actors

Monday 11/6:

Readings due today: CS, Ch. 10, "Children: Their Rights and Politics;" Anita Casavantes Bradford, "Little Refugees from International Communism;" AND 2. Leo Chavez, "Dreamers and Anchor Babies," in *The Latino Threat: Constructing Immigrants, Citizens and the Nation*

-Media reflection #7

-Memoir presentation rubric overview

*****Seminar Discussion (RR-6) (Evaluated):** What different categories of children's rights have been imagined—and what are the distinct conceptions of childhood that underlie them? What new/significant rights does the UNCRC declare on behalf of children? What are the strengths and limitations of the UNCRC? In what ways are children both 'subjects' and 'objects' of political struggles? What obstacles stand in the way of children's political inclusion? How does the discourse of "children's needs" (v. "children's interests") reinforce children's exclusion from political life?

Come prepared to read out loud and discuss what YOU think is significant about at least three points highlighted in this week's reading, and to explain how they help us to think in new ways about children's role in political life. Also be prepared to discuss how the concepts covered in this chapter challenge or confirm your previous assumptions, ideas or opinions about children and childhood. . *ALSO: to further advance the seminar discussion, prepare in advance two open ended questions about the course readings.

Wednesday 11/8:

Readings due today: Finish your Latina/o Childhoods memoir

-Media Reflection #8

***Seminar Discussion:** In what ways was your memoir's protagonist granted/deprived of their rights as imagined by the UNCRC? In what ways have they been political subjects (or objects)? In what ways does your protagonist's story challenge notions of children's incompetence?

Come prepared to read out loud and discuss what YOU think is significant about at least three excerpts in your memoir—and to explain how they relate to specific concepts covered in the other course readings for this week (be prepared to read those out loud, too). Be prepared to explain how the memoir excerpts challenge or confirm the concepts from the scholarly literature, as well as how they challenge or confirm your pre-existing assumptions, ideas or opinions about children and childhood. ***ALSO:** to further advance the seminar discussion, prepare two open ended questions tying the memoirs to the course readings.

-Check in on final paper research progress (Rough Draft due in class Wednesday 11/29)

Week Seven: Latina/o Children, Cultures and Identities

Monday 11/13:

Readings due today: CS, Ch. 8, "Children's Social Worlds: Culture, Play and Technology" AND Frances Negrón-Muntaner, "Barbie's Hair: Selling out Puerto Rican Identity in the Global Market," in *Latino Popular Culture*;

***Seminar Discussion (RR-7):** What are different ways of understanding the notion of "children's cultures?" How do emerging ideas about culture and childhood challenge conventional understandings of who/what children are (or are 'supposed' to be?) In what ways has children's use of technology challenged our understanding of who/what children are? Do toys matter? Why or why not? What can we learn about children's lives by studying their clothes, games, and other forms of popular cultural production produced/consumed by young people?

Come prepared to read out loud and discuss what YOU think is significant about at least three points highlighted in this week's readings—to explain how they help us to think about the different role played by popular culture, technology and consumer goods in different children's lives—as well as the positive and negative consequences of their engagement with popular culture consumerism and technology. Also be prepared to discuss how the concepts covered in this chapter challenge or confirm your previous assumptions, ideas or opinions about children and childhood. ***ALSO:** to further advance the seminar discussion, prepare two open ended questions about the relationship between culture, identity and childhood explored in the readings.

Wednesday 11/15:

Readings due today: 1. Sampson Lee Blair and José A. Cobas, “Gender Differences in Young Latino Adults' Status Attainment: Understanding Bilingualism in the Familial Context,” *Family Relations*, Vol. 55, No. 3, Latino Families (Jul. 2006), 292-305; AND 2. Patricia Sánchez , “Even Beyond the Local Community: A Close Look at Latina Youths' Return Trips to Mexico,” *The High School Journal*, Vol. 92, No. 4, Special Issue: At the Intersection of Transnationalism, Latina/o Immigrants, and Education (Apr. - May, 2009), 49-66

***Seminar Discussion:** How has your memoir protagonist’s social identity (race, class, gender, religious affiliation, citizenship, etc.) shaped their experience of childhood in positive or negative ways? How has it shaped their future possibilities and/or aspirations? What relationship do they have with their country/culture of origin? To what extent (and in what specific ways) has their life been a ‘transnational’ one?

Come prepared to read out loud and discuss what YOU think is significant about at least three excerpts in your memoir—and to explain how they relate to specific concepts covered in the other course readings for this week (be prepared to read those out loud, too). Be prepared to explain how the memoir excerpts challenge or confirm the concepts from the scholarly literature, as well as how they challenge or confirm your pre-existing assumptions, ideas or opinions about children and childhood. ***ALSO:** to further advance the seminar discussion, prepare two open ended questions tying the memoirs to the course readings.

-Memoir Presentations #1, 2

Weeks Eight/Nine: Coming of Age: Growing Up Latina/o

Monday 11/20:

Readings due today: CS Ch. 4, “Theories of Growing Up: Developmentalism and Socialization Theory”

***Seminar Discussion (RR-8):** What are the key features of the “dominant framework” that has defined how sociologists and psychologists conceptualize/research childhood? How does the “dominant framework limit our understanding of childhood? What is ‘developmentalism?’ How does the work of other scholars we’ve read so far in this class challenge tendencies to make judgements about children based on biological age?

Come prepared to read out loud and discuss what YOU think is significant about at least three points highlighted in this week’s readings, and to explain how they help us to think about the relationship between age, ability, and social identities. Also be prepared to discuss how the concepts covered in this chapter challenge or confirm your previous assumptions, ideas or opinions about children and childhood. ***ALSO:** to further advance the seminar discussion, prepare two open ended questions about the relationship between age, legal rights, and freedom as explored in the readings.

-Memoir Presentations #3, 4

Wednesday 11/22: NO CLASS

Monday 11/27:

Readings due today: 1. Vicki Ruiz, “Star Struck: Acculturation, Adolescence, and Mexican American Women, 1920-1950” in Ruiz et al, in *Unequal Sisters: A Multicultural Reader*; AND 2. Evelyn Ibatan Rodriguez, “No Two are the Same: *Quinceañera* and Debut Rituals and Performances,” in *Celebrating Debutantes and Quinceañeras: Coming of Age in American Ethnic Communities*; and 3. Richard Mora, “DO IT FOR ALL YOUR PUBIC HAIRS!” Latino Boys, Masculinity, and Puberty,” *Gender and Society*, Vol. 26, No. 3 (June 2012), pp. 433-460.

-Memoir Presentations #5, 6

*****Seminar Discussion (RR-9) (Evaluated):** Drawing on both Week 8/9 readings AND your memoir: What does it mean to ‘come of age?’ and is this different for Latina/os than it is for white Americans? Why/why not? How do the coming of age experiences of Latina/o boys and girls vary? What factors other than gender shape latina/o coming of age experiences? How does the experience of your memoir’s protagonist challenge or confirm notions about coming of age in the scholarly literature?

Come prepared to read out loud and discuss what YOU think is significant about at least three points highlighted in this week’s readings; as well as to read out loud and discuss what YOU think is significant about at least three excerpts in your memoir—and to explain how they relate to specific concepts covered in the week’s readings. Be prepared to explain how the memoir excerpts challenge or confirm the concepts from the scholarly literature, as well as how they challenge or confirm your pre-existing assumptions, ideas or opinions about children and childhood. *ALSO: to further advance the seminar discussion, prepare two open ended questions tying the memoirs to the course readings.

Wednesday 11/29:

-Memoir Presentations #7, 8

-Workshop: Peer Review/Revision of Final Papers (bring hard copy of rough draft to class)

Week Ten: Latina/o Childhood: Unifying Concepts, Themes and Questions

Monday 11/4:

-Preparation for final Seminar Discussion. Students will use class time to review all course readings/research paper sources (bring online/hard copies of all texts) to prepare notes in response to the Seminar Discussion questions listed below.

Wednesday 11/6:

*****Final Seminar Discussion (Evaluated):** Is there such a thing as a Latina/o Childhood? Why or why not? How has what you've learned in this class challenged or confirmed what you previously understood by the terms "child" and "childhood?" . ***ALSO:** to further advance the seminar discussion, prepare in advance two open ended questions, drawing on the memoirs and/or other course readings, that will encourage the seminar to reflect on what you've learned about (latina/o) childhoods during this course.

-Discussion Tracker/Self Assessment

-Reading Response Portfolios and Final papers due at the beginning of class