

**CLS 80**  
**Latino Childhoods:**  
**Comparative Approaches to the Study of Children and Youth**

**Fall 2015**



**Time: Tuesdays and Thursdays, 9:30-10:50 a.m.**

**Location: ICS 243**

**Professor Anita Casavantes Bradford**

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**Office hours: Tuesdays and Thursdays, 2-3 p.m., Krieger Hall (KH) 323**

**Course Website: <https://eee.uci.edu/15f/61040>**

## **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 20<sup>th</sup> and 21<sup>st</sup> 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 before class starts): 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 20<sup>th</sup> and 21<sup>st</sup> 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. Study Group Portfolio: 25%**

Throughout the quarter, you will work collaboratively with an assigned study group to complete a series of weekly written tasks to summarize and analyze the course readings and prepare you for seminar discussion.

*\*These Study Group tasks are designed to provide you with an opportunity to use writing as a way of thinking through the readings and preparing for seminar discussion. You will bring hard copies of each week's completed tasks to class with you. Barring documented medical or family emergency, and advance notification, NO late papers will be accepted. Please keep all papers together in a file folder with pockets; you will submit them all together for grading in Week Ten.*

### **2. Memoirs of Latino Childhood: Group Presentation (20%)**

You will give a group Powerpoint presentation during Weeks 6-8, summarizing and analyzing your assigned Latina/o Childhood Memoir in conversation with the course readings covered to date. You will also each write an individual 3-4 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: 15%**

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 discussion skills. You will track your participation via a Discussion Tracker; I will also keep a record of each students' contributions during seminar.

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

You will write a "Research-Reflection" 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 6-8 pages long, correctly formatted and will include a well-developed bibliography of no less than 6 secondary sources (scholarly books and articles). This paper will be due at the beginning of 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/senateweb/default2.asp?active\\_page\\_id=754](http://www.senate.uci.edu/senateweb/default2.asp?active_page_id=754) to educate yourself further about UCI policies on academic dishonesty.

## Course Schedule

### Introduction to the Seminar

#### **Thursday 9/24:**

-Introductions:

\*BRING A CHILDHOOD PHOTO/OBJECT TO SHARE WITH THE CLASS

\*BRING YOUR ASSIGNED MEMOIR

-Syllabus Overview

-Study Group/Memoir Group Assignments

1. Select first group leader—this role will rotate in Week 4 and Week 7 (Each group leader should email me to introduce themselves).
2. As a group, decide how to divide up Study Group tasks to be completed for Week One (due on Thursday 9/29).
3. As a group, decide how to divide up the reading of your assigned Latina/o Childhood Memoirs into four segments, each of which must be complete by the Thursday class of Weeks 1-4. Note: all group members must finish reading their Memoir by Thursday, Oct. 22 (Week 4).

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

#### **Tuesday 9/29:**

-Study Group Meeting

-Seminar Discussion Part One: What Makes a Good Discussion?/Discussion Tracker Overview

-Seminar Discussion Part Two: What is a ‘child?’ What is ‘childhood?’

#### **Thursday 10/1:**

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

-Study Group Meeting

-Seminar Discussion

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

### **Tuesday 10/6**

- Readings: CS, Ch. 2, “Childhood and Social Structure”
- Study Group Meetings
- Seminar Discussion

### **Thursday 10/8**

- Readings: Complete Segment Two of your Latina/o Childhoods Memoir
- Study Group Meetings
- Seminar Discussion

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

### **Tuesday 10/13**

- Readings: CS, Ch. 3, “Children and Childhood in Late Modernity”
- Study Group Meetings
- Seminar Discussion

### **Thursday 10/15: MEET LANGSON LIBRARY LOBBY**

- Readings: Complete Segment Three of your Latina/o Childhoods Memoir
- Library workshop on research methods for Childhood Studies

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

### **Tuesday 10/20**

- Readings: 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*
- Study Group Meetings
- Seminar Discussion

**Thursday 10/22:**

- Readings: Finish reading your Latina/o Childhood Memoir
- Study Group meeting to plan/begin work on Memoir Presentations (you should also plan to meet outside of class during the next two week(s) for approximately 1-2 hours)

**Week Five: Latina/o Children and their Families****Tuesday 10/27**

-Readings: 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.)

-Study Group Meetings

-Seminar Discussion

**Thursday 10/29:**

-Study Group meeting to prepare/rehearse Memoir Presentations

**Week Six: Latina/o Children as Symbols and Social Actors****Tuesday 11/3:**

-Readings: CS, Ch. 10, "Children: Their Rights and Politics"

-Seminar Discussion

-Memoir Presentations

**Thursday 11/5:**

-Readings: 1. Anita Casavantes Bradford, "Our Cuban Visitors: Immigration, Race and the Cold War Politics of Childhood in Miami, 1959-1961," in *The Revolution is for the Children: The Politics of Childhood in Havana and Miami, 1959-1962*; AND 2. Leo Chavez, "Dreamers and Anchor Babies," in *The Latino Threat: Constructing Immigrants, Citizens and the Nation*

-Seminar Discussion

-Memoir Presentations

## **Week Seven: Latina/o Children, Cultures and Identities**

### **Tuesday 11/10:**

- Readings: CS, Ch. 8, “Children’s Social Worlds: Culture, Play and Technology”
- Seminar Discussion
- Memoir Presentations

### **Thursday 11/12**

Readings: 1. Frances Negrón-Muntaner, “Barbie’s Hair: Selling out Puerto Rican Identity in the Global Market,” in *Latino Popular Culture*; AND 2. 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 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
- Memoir Presentations

## **Week Eight: Coming of Age: Growing Up Latina/o**

### **Tuesday 11/17**

- Readings: CS Ch. 4, “Theories of Growing Up: Developmentalism and Socialization Theory”
- Seminar Discussion
- Memoir Presentations

### **Thursday 11/19**

-Readings: 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.

- Seminar Discussion
- Memoir Presentations

**Week Nine: Latina/o Childhoods: Unifying Themes**

**Tuesday 11/24**

- Readings: None this week—you will be busy working on your papers!
- Study Group Meetings: Organize Study Group Portfolios
- Workshop: Peer Review/Revision of Final Papers (bring hard copy of rough draft to class)

**Thursday 11/26: NO CLASS (THANKSGIVING)**

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

**Tuesday 12/1**

- Readings: Review of all course readings/research paper sources (Students will each bring 3-4 articles/book excerpts to class to reference during a Study Group Activity/Seminar Discussion:
- Seminar Discussion: Is there such a thing as a “Latina/o” Childhood?

**Thursday 12/3**

Closing Activities; Study Group Portfolios and Final papers due at the beginning of class