

Ethnographies of Childhood

50:163:372

Fall 2020

Tuesday and Thursday- 11:10am-12:30pm

Instructor: **Dr. Sarada Balagopalan**

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Office Hours: Thursday 12.45pm – 1.45pm and by appointment.

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Office Hours: Tuesday 12.45pm-1.45pm and Wednesday 11.20am-12:20pm

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COURSE DESCRIPTION:

In contemporary social science research ‘ethnography’ is used to refer both to a research process and to the written (or visual/film) account that results from this research. The ethnographic research method has been an integral part of the discipline of Anthropology and has been a key research method for studying children and childhoods. Doing ethnographic research involves, “placing oneself in the research context for extended periods of time to gain a first-hand sense of how local knowledge is put to work in grappling with practical problems of everyday life and with basic philosophical problems of knowledge, truth, power and justice” (American Anthropology Association, 2013).

In this Course we will be reading ethnographic research that has been done with children and youth in various contexts and cultures. Various genres of ethnographic research including linguistic, digital, media and auto ethnography will be explored to provide a better sense of the scope of this research method. The readings in this Course are of two kinds – a majority of the readings assigned for Tuesday’s synchronous classes focus on ethnography as method while the readings for Thursday’s asynchronous classes are devoted to ethnographic research on children and cover a range of issues ranging from street vending in LA to being stateless in Malaysia.

COURSE OBJECTIVES:

The objectives of this Course are the following:

1. To develop students understanding of the richness of ethnographic research as both narrative and method;
2. To increase students’ abilities to compare and contrast the everyday lives of children across various contexts and cultures.
3. To encourage students to understand children as agential subjects who engage with their everyday realities in expected and unexpected ways and to gain knowledge of the ways in which ethnographic research interprets and theorizes these engagements.

LEARNING OUTCOMES:

You should be able to demonstrate – through class discussions, written assignments and research-related exercises – an ability to engage ethnographic research on children and childhoods. I hope that you will come away from the course with a more complex understanding of what ethnographic research with children entails and the ways in which ethnographic research generates knowledge which allows for a more critical engagement with broader social issues of justice and power. I also expect that the Course readings should help you engage more critically with key aspects of children’s lives like schooling, play, food, street, sexuality etc.

COURSE STRUCTURE:

This Course combines the study of ethnography as research outcome and research process. At least one class per week will be focused on reading ethnographic research that sheds greater light on different childhoods and children’s everyday experiences. **The topics that we will read more about in this Course include children’s experiences negotiating multiple identities, statelessness, disability, school, work, mediatized and non-mediatized play, food, friendships, literacy and work.** In addition, this Course also aims to teach you more about ethnography as a research process. On most Tuesdays in the semester the readings and class activities will be devoted to learning more about ethnography as a research process including undertaking some preliminary observation and interviews.

Given the dual focus on the Course, the evaluation for this Course consists of various assignments that reflect your knowledge of ethnography as both research outcome and research method.

All of the assigned readings are available on Canvas and are arranged by the week, i.e. Week 1, Week 2 etc.

COURSE EVALUATION:

Assignments, Weight and Due Dates

	ASSIGNMENTS	WEIGHT	DUE DATE
1.	Attendance and Participation	20%	Throughout the Course
2.	Written responses to discussion questions (for asynchronous modules) 9 x 2 points each	18%	Throughout the course
3.	Two Take-home Tests (12% x 2)	24%	October 9 th December 11 th
4.	Film Response x 3	15%	October 22 nd November 14 th December 3 rd
5.	Surprise quizzes (8 x 1 point)	8%	All asynchronous online modules begin with a multiple-choice quiz
6.	Annotated bibliography 10 points for bibliography + 5 for presentation	17%	Annotated bibliography assignment due -November 20 th Presentations – Either on November 17 th or November 19 th .

1. Attendance and Participation (20 points)

Students are expected to attend class having read the assigned readings. Active participation is required in the **synchronous classes** including in the small group-based work that will be assigned during class time. You will be assessed on 'participation' throughout the term. **No more than two absences from the synchronous classes** is permitted during the entire term, and attendance will be noted and will affect your grade. If there is a reason for missing class, beyond the two absences that you are permitted, please **let me know your reason for not attending (via email) prior to class**, unless of course there is some unforeseen emergency. In case of the latter, please provide a note afterwards.

2. Written Responses to Discussion Questions (18 points)

Each **asynchronous** module will end with a discussion question that students will be required to respond to before the next class session. Each response **should not be less than 200 words** and should reflect your understanding of the class reading and instructor's presentation.

3. Take-home Tests x 2 (Total points for class test- 12 points x 2=24 points)

These will be based on readings. There will be 2 online tests. Each test will have 10-15 multiple choice and/or short-answer questions. **The first test will be shared via email on Monday, October 5th at 9 am and will be due back by 3 pm on Friday, October 9th. The second test will be shared via email on Monday, December 7th at 9 am and will be due back by 3 pm on Friday, December 11th.**

4. Film x3 (3x5=15 points)

We will be viewing 3 ethnographic films in class. You will be required to write up a 300-word response to each film. Prompts will be provided to help you frame your responses.

- The first film response is due **October 22nd**.
- The second film response is due **November 24th**.
- The third film response is due **December 3rd**

5. Surprise Quizzes (8 points)

Each **asynchronous** class session will begin with a short quiz on the assigned reading. Each quiz will contain 4 multiple choice questions of .25 marks each, adding up to a total of 1 point per quiz. There will be a total of 8 quizzes throughout the term, i.e. one at the beginning of each **asynchronous** module. All that is needed in terms of preparing for the quiz is to do the assigned reading before class.

6. Annotated Bibliography (10 points)

Working with a partner, you will develop an annotated bibliography focused on a topic of your choice. Each annotated bibliography will include two academic articles on your chosen topic. Each group is responsible for jointly producing a short write-up that contains 300-word summaries of each article (10 points).

In addition, each group is responsible for sharing the knowledge gained on the topic through a PowerPoint presentation. This presentation will consist of three slides and will be no less than 4 minutes and no more than 6 minutes. More details on this presentation will be shared in class (7 points).

This Annotated Bibliography is due by Friday November 20th. However, you will be sharing a 3-slide PowerPoint presentation on what you've researched during a synchronous class held on either November 17th or November 19th. Points will be deducted for presentations that are either too short or too long.

7. Extra Credit (2 points)

For scheduling an online meeting with Dr. Balagopalan to discuss the course or any other matter.

GRADE CONVERSION

A	100 – 90		
B+	89.9 – 84.5	B	84.49 – 79.5
C+	79.49 – 74.5	C	74.49 – 69.5

COMMUNICATION

I will make my very best to respond to emails within 24 hours. During the weekends I do not usually check my Rutgers email. I will use Canvas to communicate information related to our class regularly, so please ensure to check your email account and the Canvas site continuously.

CANVAS

All course readings and other related materials will be available on Canvas. To get started, go to canvas.rutgers.edu and log in with your Rutgers net ID and password.

The Canvas site for this Course is designed around weekly modules. Each weekly module consists of the assigned readings for the week and the three elements that are part of the asynchronous class. You will begin the asynchronous class by answering a multiple-choice quiz on the assigned reading. Following this you will view the instructor's Kaltura presentation on assigned reading after which you will post – on the page provided each week - your response to the class exercise/discussion prompt provided in the last slide of the instructor's presentation.

For the synchronous classes: For all of the synchronous classes you will need to log onto Canvas before class begins and stay logged on for the entire duration of the class. Synchronous classes will be held on Zoom. To access the Zoom link, click on the Zoom tab on the left-hand navigation bar on Canvas.

For the asynchronous classes: You will find the instructor's presentation on Canvas for the week the reading is assigned and will have until 3 pm on Friday of the same week to complete the graded exercise.

All your other assignments are to be submitted on the course site. Also, check your emails about updates from this course site. If you experience any trouble, please contact the Help Desk: canvas@rutgers.edu.

Lectures and materials utilized in this course, including but not limited to videocasts, podcasts, visual presentations, assessments, and assignments, are protected by United States copyright laws as well as Rutgers University policy. As the instructor of this course, I possess sole copyright ownership. You are permitted to take notes for personal use or to provide to a classmate also currently enrolled in this course. Under no other circumstances is distribution of recorded or written materials associated with this course permitted to any internet site or similar information-sharing platform without my express written consent. Doing so is a violation of the university's [Academic Integrity Policy](#). Similarly, these copyright protections extend to original papers you produce for this course. In the event that I seek to share your work further, I will first obtain your written consent to do so.

ACADEMIC INTEGRITY

Rutgers University takes academic dishonesty very seriously. By enrolling in this course, you assume responsibility for familiarizing yourself with the Academic Integrity Policy and the possible penalties (including suspension and expulsion) for violating the policy. As per the policy, all suspected violations will be reported to the Office of Community Standards.

Academic dishonesty includes (but is not limited to):

- cheating
- plagiarism
- aiding others in committing a violation or allowing others to use your work
- failure to cite sources correctly
- fabrication
- using another person's ideas or words without attribution
- re-using a previous assignment
- unauthorized collaboration
- sabotaging another student's work

If in doubt, please consult the instructor. Please review the Academic Integrity Policy at: <https://nbacademicintegrity.rutgers.edu>

Level 1 Violations	Level 2 Violations	Level 3 Violations
Less Serious	More Serious	Most Serious
<ul style="list-style-type: none"> ● inexperience or lack of understanding of the principles of academic integrity ● no or low degree of premeditation or planning ● occur on a minor assignment or quiz ● constitute a small portion of a major assignment ● represent a small percentage of the total course work 	<ul style="list-style-type: none"> ● second offense ● substantial premeditation or planning; clear dishonest or malicious intent ● occur on a major assignment or quiz ● constitute a significant portion of a major assignment ● represent a large percentage of the total coursework 	<ul style="list-style-type: none"> ● serious violation of a professional code of conduct ● extreme cases of dishonesty and maliciousness ● may involve violation of the law ● likely to cause direct harm to others
Level 1 Examples	Level 2 Examples	Level 3 Examples
<ul style="list-style-type: none"> ● Plagiarism on a minor assignment or a very limited portion of a major assignment ● Unpremeditated cheating on a quiz or minor examination ● Prohibited collaboration with another student on a homework assignment ● Unauthorized sharing of course materials ● Citing a source that does not exist or that one has not read on a minor assignment ● Signing in for another student via attendance sheet or clicker in a course where attendance is graded. 	<ul style="list-style-type: none"> ● A second violation ● Substantial plagiarism on a major assignment ● Copying or using unauthorized materials, devices, or collaboration on a major exam ● Distribution of course materials for financial gain ● Intentionally obstructing another student's work ● Participating in an organized cheating scheme 	<ul style="list-style-type: none"> ● Any violation involving potentially criminal activity ● Coordinating an organized cheating scheme ● Having a substitute take an examination ● Cheating and/or plagiarism on a capstone project, thesis, or dissertation ● Intentionally destroying another student's work ● Falsifying patient or client records

ADA STATEMENT

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Disability Services (ODS).

OFFICE OF DISABILITY SERVICES (ODS)

The Office of Disability Services provides students with confidential advising and accommodation services in order to allow students with documented physical, mental, and learning disabilities to successfully complete their course of study at Rutgers University – Camden. The ODS provides for the confidential documentation and verification of student accommodations and communicates with faculty regarding disabilities and accommodations. The ODS provides accommodation services, which can include readers, interpreters, alternate text, special equipment, and note takers. The ODS acts as a signatory for special waivers. The ODS also works with students, faculty, staff and administrators to enforce the American with Disabilities Act of 1990.

Director of Disability Services, Rutgers-Camden (all schools including law)

Erin G. Leuthold, MS Ed

P: (856) 225-6442

F: (856) 225-6443 Rutgers-Camden

Learning Center Armitage Hall, Room

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CHILDCARE / FAMILIAL CARE

Many students have care responsibilities for a child or an older family member in their life. If your responsibilities as a caregiver ever come into conflict with the course schedule, please do not feel as though you need to miss class. Especially with our current circumstances. If this happens, do not hesitate to contact me so we can rearrange your schedule.

COVID STATEMENT

As a global community, we are facing unprecedented times that affect us all but in different and changing ways. It is a time that calls for unity, solidarity, and empathy. In case of sickness, changing circumstances, or family emergencies, please take care of yourself and your loved ones first. In due time, please let me know of your circumstances so we can work together for a solution.

SCHEDULE OF READINGS AND ASSIGNMENTS-

Every attempt will be made to follow this schedule, but it is subject to change at the discretion of the instructor. Please complete the assigned readings *before* class.

WEEK 1

September 1st- synchronous

Discussion of Course; Sharing of Syllabus and Expectations; Navigating Canvas.

September 3rd- synchronous

What is Ethnographic Research?

Introduction to Ethnography and to Ethnographic Research on Children and Childhoods

Meet an Ethnographer: Sarada Balagopalan

WEEK 2

September 8th- NO CLASS TODAY: UNIVERSITY FOLLOWING MONDAY SCHEDULE

September 10th- asynchronous

Estrada, Emir et al (2011) 'Intersectional Dignities: Latino Immigrant Street vendor Youth in Los Angeles' in *Journal of Contemporary Ethnography*; vol. 40(1); pp. 102-131.

WEEK 3

September 15th-synchronous

Galman, Sally (2019) *Naptime at the O.K. Corral: Shane's Beginner's Guide to Childhood Ethnography*. Chapter 1. New York: Routledge

Meet an Ethnographer: Lauren Silver

September 17th-asynchronous

Allerton, Catherine (2014) "Statelessness and the lives of children of migrants in Sabah, East Malaysia" *Tilburg Law Review* (Gaunt) 19 (Issues 1 and 2), pp. 26 – 34.

WEEK 4

September 22nd- synchronous

Galman, Sally (2019) *Naptime at the O.K. Corral: Shane's Beginner's Guide to Childhood Ethnography*. Chapter 4 & 5. New York: Routledge

Meet an Ethnographer: Rashmi Kumari

September 24th -asynchronous

Allard, Elaine (2015) "Undocumented Status and Schooling for Newcomer Teens" *Harvard Education Review*. vol.85 (3), pp.478-501.

WEEK 5

September 29th -synchronous

Punch, Samantha (2002) 'Research with children: The same or different than research with Adults?' in *Childhood*. Vol 9 (3), pp. 321-341.

Meet an Ethnographer: Smruthi Balakannan

October 1st asynchronous

Paugh, Amy and C.Isquerido (2009) "Why Is This a Battle Everynight?: Negotiating Food and Eating in American Dinnertime Interaction" *Journal of Linguistic Anthropology*. Vol.19 (2), pp.185-204.

WEEK 6

October 6th – synchronous

'Researching Place: The Spatial Gaze' in J.Cook et al (2012) *Fieldworking: Reading and Writing Research*. Bedford: St. Martin's Press. pp. 165-205.

Take-home Test: Shared due back by 3 pm on Friday, October 9th.

Meet an Ethnographer: Anthony Wright

October 8th- asynchronous

Nakuga, Misako (2008) "The Underlife of Kids' School Lunchtime: Negotiating Ethnic Boundaries and Identity in Food Exchange" in *Journal of Contemporary Ethnography*. Vol. 37(3); pp.342-380.

WEEK 7

October 13th -synchronous

Annamma, Subini (2018) 'Mapping Consequential Geographies in the Carceral State' in *Qualitative Inquiry*. vol 24(1), p.20-34.

DUE: Topic for Annotated Bibliography

Meet an Ethnographer: Michelle Storrod

October 15th- asynchronous

First Film

WEEK 8

October 20th – synchronous

Abebe, T (2009) "Multiple methods, complex dilemmas: negotiating socio-ethical spaces in participatory research with disadvantaged children" *Children's Geographies*.vol.7(4), pp. 451-465.

Meet an Ethnographer: Diana Garcia

October 22nd-asynchronous

Jenks, Elaine (2005) 'Explaining Disability: Parents Stories of Raising Children with Visual Impairments in a Sighted World' in *Journal of Contemporary Ethnography*. vol.34 (2); pp. 143-169.

Due: First Film Response

WEEK 9

October 27th-synchronous

Class Activity: Galman, Sally (2019) *Naptime at the O.K. Corral: Shane's Beginner's Guide to Childhood Ethnography*. Chapter 8. New York: Routledge.

Virtual visit from librarian, Samantha Kannegiser (on researching articles for annotated bibliography)

October 29th- asynchronous

Perry, Kristen and A, Marsh (2011) 'Television, Language and Literacy Practices in Sudanese Refugee Families' in *Research in the Teaching of English*. Vol 45 (3). pp. 278-307.

WEEK 10

November 3rd- asynchronous

Second Film

November 5th – asynchronous

Marsh, J and J, Bishop (2014) 'We're Playing Jeremy Kyle!' Television Talkshows in the Playground' in *Discourse: Studies in the Cultural Politics of Education*. Vol. 35 (1); pp.16-30.

WEEK 11

November 12th -synchronous

Willett, Rebekeh (2011) 'An Ethnographic Study of Preteen Girls Play with Popular Music on A School Playground in the UK' in *Journal of Children and Media*. 5:4, pp.341-357.

Meet an Ethnographer: TBD

November 14th

No Class Today - Work on your annotated bibliography and presentation

Due: Second Film Response

WEEK 12

November 17th-synchronous

Share PowerPoint presentations on annotated bibliography

November 19th-synchronous

Share PowerPoint presentations on annotated bibliography

Due: Annotated Bibliography

WEEK 13

November 24th -asynchronous

Third Film

November 26th

THANKSGIVING – NO CLASS TODAY

WEEK 14

December 1st -synchronous

Gallagher, K. et al (2013) "Becoming a Networked Public: Digital Ethnography, Youth and Global Research Collectives" *Ethnography and Education*. vol.8(2): 177-193.

Meet an Ethnographer: Clovis Bergere

Review for test

December 3rd -asynchronous

Cairns, K. (2018) "Youth, Temporality and Territorial Stigma: Finding Good in Camden, New Jersey" *Antipode*. vol.50, #5, pp.1224-1243.

DUE: Third Film Response

WEEK 15

December 8th – synchronous

Final class discussion

Final Take-home Test distributed December 7th

December 10th- Work on test

