



**Department of Anthropology
The Archaeology of Childhood
ANTH-4811
Winter 2019**

CONTACT INFORMATION

**Instructor: Dr. Katie Whitaker
Email: kwhitake@lakeheadu.ca**

DELIVERY MODE/LOCATION

Online

COURSE DESCRIPTION

Using an undercurrent of osteology, this course will explore both the meaning behind and different manifestations of childhood through both time and space. By examining the archaeological and historical records, we will delve into the treatment of children from our earliest ancestors to modern times and discuss the ways in which the perception of what a childhood is impacts the quality of life for the youngest members of our species. We will endeavor to take a multi-disciplinary approach by combining osteology and archaeology with history, ethnography, anthropology and medicine to answer the fundamental question of what defines a childhood.

COURSE OBJECTIVES

Be able to analyse and evaluate scholarly work.
Gain an appreciation for the range of childhood experiences in the past.
Be able to identify the cultural constructs that affect quality of life for subadults.

LEARNING OUTCOMES

To recognize and analyse evidence and processes in the archaeological record.
To think and write critically.
To increase and expand your interest in archaeology and anthropology.

REQUIRED MATERIALS

Children and Childhood in Bioarchaeology. 2018. P Beauchesne and S Agarwal (Eds.). University Press Florida: Florida.

The assigned readings will be your textbook and journal articles, you are expected to read these **BEFORE** the lecture in which they are assigned as they either support the lecture or add a further dimension. The journal articles can be found in the appropriate folder on MyCourseLink. Feel free to post questions in the general discussion section if anything in the reading is unclear.

ASSESSMENTS

****All assignments are due by 6pm on their stated due date unless otherwise noted****

<u>Assessment</u>	<u>Grade Percentage</u>	<u>Due Date</u>
Scavenger Hunt	2% BONUS	11:30PM January 18
Questions for classmates	12%	January 26 and March 17 By 6pm!
Comments on readings	10%	Sunday at 6pm at the end of the week assigned
What is childhood to you?	10% + 2%	January 24, questions due January 26 by 6pm, responses due January 28 by <u>midnight</u>
Article Summaries	15%	February 8
Memories from Childhood	10% + 2%	March 15, questions due March 17 by 6pm, responses due March 19 by <u>midnight</u>
Critical Essay	5% outline; 15% final = 20%	Outline = February 25 Final = March 29
Final Exam	19%	Exam Period April 8-18

COURSE SCAVENGER HUNT 2% BONUS

On the course website you will find a quiz which is focussed on being aware and understanding the content of the course. The aim is to make sure you are familiar with the course rules with respect to expectations as well as the various documents found in the Content section. You will have unlimited attempts to get 100% on the quiz, but it must be completed by **11:30pm on January 18**. If you achieve 100% you will receive a 2% bump to your final mark.

QUESTIONS FOR CLASSMATES 12% JANUARY 26 AND MARCH 17 BY 6PM

It is difficult to create an atmosphere where you and your classmates can interact with one another. These questions provide the opportunity to connect and learn from others. You are required to post a minimum of 24 total questions on your classmate's project posts, which can be spread out

over two posted projects: What is Childhood to You? and Memories from Childhood. You are absolutely encouraged to post more questions and comments, as they will ultimately add to the overall knowledge of the class. These are due by 6pm on the appropriate date. Please post on time as being late will not only mean your questions will not count but you will also stress out your classmates who need to respond by a deadline as well.

COMMENTS ON READINGS 10% DUE BY 6PM ON SUNDAY FOLLOWING THE MONDAY THEY ARE ASSIGNED

Just as the questions you pose to your classmates help to foster a sense of group interaction, the aim of this part of the assessment is to ensure you are keeping up with the readings and also gaining further understanding of them. You are free to choose whichever readings you would like however, you must post your meaningful comments and questions on at least five different readings. These are due by Sunday at 6pm following the Monday they are assigned. The readings are all listed within the discussion section, simply click on which reading you would like to comment on and write away.

WHAT IS CHILDHOOD TO YOU? 10% JANUARY 24 UPLOAD BY 6PM, ANSWER QUESTIONS BY MIDNIGHT ON JANUARY 28

The purpose of this assignment is to accept the fact that there is no single all-encompassing definition of what childhood is. This word is not in fact one that has always been present, and through history the idea of there being a period in one's life where the focus is on fun and development is in and of itself a modern cultural construct. Your assignment is to determine what your interpretation of childhood is. You are free to come up with any perspective you would like, however it must be grounded in expertise. To this end I am looking for several things within your 500-word paper. You must provide your definition of childhood, explain your reasons for creating this definition and explore how your particular perspective would have both social and cultural impacts on how children grow up. For example, if your view revolves around the idea that once a child is self-sufficient (in whatever form that may take) they are ready for responsibilities that may then lead to social-cultural interpretations of children being able to participate in the workforce. What is important, therefore, is to back up your point of view with scholarly sources (academic journal articles and edited books – absolutely no internet sources like Wikipedia or people's personal blogs will be accepted). If you are unsure on the appropriateness of a source, please check with me. To submit your assignment you will post it to the discussion section on the course website by 6pm on January 24. Your fellow students will then have until January 26 at 6pm to post questions and comments about your paper. You then must answer and discuss those questions by January 28 at midnight. Your grade is divided in the following way: 10% for the paper itself and 2% for your responses to questions. Be sure to complete everything on time, as answers posted after the deadline will not be accepted.

As with all assignments, you are expected to follow the required referencing format as extensively detailed in the Written Assignment Style Guide in the Content section of the website. Deviating from this style will cost you marks.

ARTICLE SUMMARIES 15% FEBRUARY 8

Choose one article from those tagged with a * in the article list and create two summaries. The first will be a three-page summary. Make sure you state the thesis/research question and provide an overview of the content of the article. See the first lecture for more details. **You must reference throughout, referring to the article by author last name and year NOT the article title, and if using specific information or quotes you must include a specific page number in your reference.** To be clear you are expected to be discussing the article by referring to the author, if you get to the end of your paper and you have not acknowledged the person whose work you are writing about you must fix this. Additionally, “the article” does not have an opinion, only the author (ie Smith (2012)) does. The second summary is a tweet of that same article. You must follow all of the original rules that you would for a tweet (140 characters (not 280, please do not ask), only use short forms that are considered common knowledge). For this part, your goal is to get right to the point: what was the purpose of the article? There is no need to include a citation within the tweet, though if you include specific information you need to include the citation, which you do not have enough characters for, this means learning to paraphrase concisely to save you the characters you need. Include your character count, do not include spaces. You can find this number by highlighting your tweet and in Word going under Tools -> Word Count-> Characters, no spaces. Make sure you reference your article in a separately-paged Reference List and create a single overall title page (therefore you will submit a six-page package). The summaries are due together, as a package, on February 8 by 6pm.

Example of a tweet for: Buckberry JL and DM Hadley. 2007. An Anglo-Saxon execution cemetery at Walkington Wold, Yorkshire. *Oxford Journal of Archaeology* 26: 309-29.

“Did criminals receive different burials in England in the past? Yes, they were buried prone in the 8th century and comingled in the 10th.” (116 characters)

MEMORIES FROM CHILDHOOD 10% MARCH 15 UPLOAD BY 6PM, ANSWER QUESTIONS BY MIDNIGHT ON MARCH 19

The aim of this assignment is to explore the ways in which we are shaped by our upbringing. Beyond the simple binary of nature versus nurture, I think it is the individual experiences we have that can have lasting impacts on how we see ourselves and the world around us. To that end I would like you to discuss in a 500 word paper your best memory from childhood. Feel free to include a photo if that helps illustrate your story. References are not required for this paper, however if you refer to something that you feel warrants it, please do. Make sure you focus on several things including the memory itself, what makes it so great, how it has shaped you long-term and how your life might be different had this particular experience not occurred. As it is a personal story, please use I, though do follow the general grammatical rules and other details as specified in the Written Assignment Style Guide. To submit your assignment you will post it to the discussion section on the course website by 6pm on March 15. Your fellow students will then have until March 17 at 6pm to post questions and comments about your paper. You then must answer and discuss those questions by March 19 at midnight. Your grade is divided in the following way: 10% for the paper itself and 2% for your responses to questions. Be sure to complete everything on time, as answers posted after the deadline will not be accepted.

CRITICAL ESSAY 20% (5% OUTLINE FEBRUARY 25, 15% FINAL ESSAY MARCH 29)

You are welcome to choose any topic related to childhood in history, though you must **confirm it with me by February 15**, a simple e-mail will suffice. Your outline will be 1 (one) page in length and include a proposed title, a thesis and plan for your essay (ie. how you are going to prove your argument) and three references. This is due BY 6pm on February 25. The length of your final essay should be 6 pages double spaced not including a title page and your reference page. You must include a completed Essay Checklist and your previously submitted marked outline when you submit your paper. Your paper will not be accepted without these two items. You are expected to use a minimum of 5 journal articles and/or edited volumes, outside of those listed in your course outline. Follow the referencing style detailed on the ANTH 4811 MyCourseLink website. Late penalty of 10% per day, after 72 (seventy-two) hours (3 days) your paper will not be accepted. **Your paper is late after 6pm and every 24 hour period will continue from there.**

FINAL 19%

This exam, though based on the entire course, will not simply be a recitation of course content. The exam will be essay questions, in which you will have choice, that require you to extrapolate data and think critically. As a result of the written assignment along with the lectures and the assigned readings, you will have developed these skills throughout the course and as long as you have reviewed all of these components (which will enable you to draw in examples and create a discussion), this should be straightforward. You will have 48 hours to complete the exam.

Lecture Outline

DATE	LECTURE TOPIC	READINGS
WEEK 1: JANUARY 7	COURSE INTRODUCTION	Textbook: Introduction; Hirschfeld 2002
WEEK 2: JANUARY 14	WHY STUDY CHILDREN?	Textbook: Chapter 1; *Park 1998; Park 2005
WEEK 3: JANUARY 21	AGEING A SUBADULT I	Textbook: Chapter 7; *Manifold 2010
WEEK 4: JANUARY 28	AGEING A SUBADULT II	Textbook: Chapter 6; *Halcrow and Tayles 2008
WEEK 5: FEBRUARY 4	IMPRESSIONS OF CHILDHOOD FROM THE PAST	Textbook: Chapter 10; *Penny-Mason and Gowland 2014
WEEK 6: FEBRUARY 11	RELIGION AND CHILDHOOD	Textbook: Chapter 4; Aasgaard 2006; Karimi 2012
WEEK 7: FEBRUARY 18	BREAK	
WEEK 8: FEBRUARY 25	WHY THEY DIE YOUNG	Textbook: Chapter 5; Wilson et al. 2013
WEEK 9: MARCH 4	TAKEN TOO SOON	Murphy 2011; Craig-Atkins 2014

WEEK 10: MARCH 11	GROWING UP “DIFFERENT”	Cimpric 2010; Taylor 2012
WEEK 11: MARCH 18	WORKING AS A CHILD	Textbook: Chapter 9; Honeyman 2012
WEEK 12: MARCH 25	CHILDREN’S RIGHTS THROUGH HISTORY	Campbell 1992; Beckingham 2013
WEEK 13: APRIL 1	WRAP-UP	Ardren 2015
APRIL 8-10	EXAM	

Journal Articles

Hirschfeld L. 2002. Why don’t anthropologists like children? *American Anthropologist* 104 (2): 611-627.

*Park RW. 1998. Size counts: the miniature archaeology of childhood in Inuit societies. *Antiquity* 72 (276): 269-281.

Park RW. 2005. Growing up North: Exploring the archaeology of childhood in the Thule and Dorset cultures of Arctic Canada. *Archaeological Papers of the American Anthropological Association* 15: 53-64.

*Manifold BM. 2010. The representation of non-adult skeletal elements recovered from British archaeological sites. *Journal of Childhood in the Past* 3: 43-60.

*Halcrow SE and N Tayles. 2008. The bioarchaeological investigation of childhood and social age: problems and prospects. *Journal of Archaeological Method and Theory* 15: 190-215.

*Penny-Mason BJ and RL Gowland. 2014. The Children of the Reformation: childhood paleoepidemiology in Britain, AD 1000-1700. *Medieval Archaeology* 58 (1): 162-194.

Aasgaard R. 2006. Children in Antiquity and Early Christianity: Research history and central issues. *Familia* 33: 23-46.

Karimi P and C Gruber. 2012. Introduction: The politics and poetics of the child image in Muslim contexts. *Comparative Studies of South Asia, Africa and the Middle East* 32: 273-293.

Wilson AS, EL Brown, C Villa, N Lynnerup, A Healey, MC Ceruti, J Reinhard, CH Previgliano, FA Araoz, JG Diez and T Taylor. 2013. Archaeological, radiological, and biological evidence offer insight into Inca child sacrifice. *Proceedings of the National Academy of Science* 110: 13322-13327.

Murphy EM. 2011. Children’s burial grounds in Ireland (*Cillini*) and parental emotions toward infant death. *International Journal of Historical Archaeology* 15: 409-428.

Craig-Atkins E. 2014. Eavesdropping on short lives: Eaves-drip burial and the differential treatment of children one year of age and under in early Christian cemeteries. In KA Hemer

and DM Hadley (Eds.) *Medieval Childhood: Archaeological Approaches*. Oxbow; London: 95-113.

Cimpric A. 2010. Children accused of witchcraft: an anthropological study of contemporary practices in Africa. *UNICEF WCARO*.

Taylor SJ. 2012. 'All his ways are those of an idiot': the admission, treatment of and social reaction to two 'idiot' children of the Northampton Pauper Lunatic Asylum, 1877-1883. *Family & Community History* 15: 34-43.

Honeyman K. 2012. The export of children? The Children's Friend Society and the London Parishes, 1830-42. *Childhood in the Past* 5: 96-114.

Campbell TD. 1992. The rights of the minor: as person, as child, as juvenile, as future adult. *International Journal of Law and the Family* 6: 1-23.

Beckingham D. 2013. Scale and the moral geographies of Victorian and Edwardian child protection. *Journal of Historical Geographies* 42: 140-51.

Ardren T. 2015. Grubby Little Fingers: A commentary on the visibility of childhood. In G Coşkunsu (Ed.) *The Archaeology of Childhood: Interdisciplinary Perspectives on an Archaeological Enigma*. IEMA Proceedings 4: 303-311.

COURSE POLICIES

Class expectations: You are expected to read this outline in its entirety and follow all guidelines as they are clearly set out. If you have any questions, ask them as soon as possible. I will not necessarily be checking my e-mail the night before an assignment is due so please plan accordingly.

Communication with Dr. Whitaker: Feel free to email me regarding concerns, however please read through the course outline first, as often, the answer can be found here. In composing your email please send it from your Lakehead account, include your course number in the subject field and **write a formal email, addressing myself in a respectful manner (see the beginning of this paragraph), use complete sentences and sign your email with your full name and student number**. I will try to answer emails in a timely manner, usually within 48 hours, though, e-mails will not be returned between 6pm on Friday and 9am on Monday.

Readings: You are expected to complete all readings BEFORE the assigned class.

Late Assignments: You are expected to submit all work on time. If an assignment is late, 10% will be deducted for 24 hours past the due date (specifically received by 6pm) and will not be accepted after three days (72 hours after the deadline). Deadlines are firm and **no extensions** will be given unless there are extenuating circumstances and the appropriate documentation (e.g. doctor's note, obituary) is provided. If an extension is required, Dr. Whitaker must be informed by e-mail at least 24 hours BEFORE the assignment is due. Required documentation will be specific to each case but may include a Lakehead medical certificate or death certificate as appropriate. You must have a response from Dr. Whitaker indicating the granting of an extension as confirmation it has been accepted. If you feel a mark should be reconsidered, please discuss it with Dr. Whitaker. **ALWAYS** keep a backup copy of your work!

Academic Conduct: You are expected, as a university student, to abide by and follow the student code of conduct. This means you will submit only your own, original work. If it is found that you have been less than honest in your submission you may receive a mark of zero for the assignment or the course, and may possibly face further penalties. Just don't do it.

GENERAL REGULATIONS

Student Accessibility Services (SAS) (Thunder Bay) and Student Affairs (Orillia) coordinate services and facilitates reasonable academic accommodations for students with disabilities. Academic accommodations are provided on the basis of documentation of a disability. Additional information is available at the following campus websites:

Thunder Bay: <http://learningassistance.lakeheadu.ca/>.

Orillia: <http://orillia.lakeheadu.ca/about-us--orillia-student-affairs/>

ACADEMIC DISHONESTY:

The University takes a most serious view of offences against academic honesty such as plagiarism, cheating and impersonation. Penalties for dealing with such offences will be strictly enforced.

A copy of the "Code of Student Behaviour and Disciplinary Procedures" including sections on plagiarism and other forms of misconduct may be obtained from the Office of the Registrar.

The following rules shall govern the treatment of candidates who have been found guilty of attempting to obtain academic credit dishonestly.

- (a) The minimum penalty for a candidate found guilty of plagiarism, or of cheating on any part of a course will be a zero for the work concerned.
- (b) A candidate found guilty of cheating on a formal examination or a test, or of serious or repeated plagiarism, or of unofficially obtaining a copy of an examination paper before the examination is scheduled to be written, will receive zero for the course and may be expelled from the University.

Students disciplined under the Code of Student Behaviour and Disciplinary Procedures may appeal their case through the Judicial Panel.

Note: "Plagiarism" shall be deemed to include:

- 1. Plagiarism of ideas as where an idea of an author or speaker is incorporated into the body of an assignment as though it were the writer's idea, i.e. no credit is given the person through referencing or footnoting or endnoting.
- 2. Plagiarism of words occurs when phrases, sentences, tables or illustrations of an author or speaker are incorporated into the body of a writer's own, i.e. no quotations or indentations (depending on the format followed) are present but referencing or footnoting or endnoting is given.
- 3. Plagiarism of ideas and words as where words and an idea(s) of an author or speaker are incorporated into the body of a written assignment as though they were the writer's own words and ideas, i.e. no quotations or indentations (depending on format followed) are present and no referencing or footnoting or endnoting is given.

A listing of University Regulations can be found at:

<http://calendar.lakeheadu.ca/current/contents/regulations/univregsintro.html>

The code of student behaviour and disciplinary procedures can be found

at: <http://policies.lakeheadu.ca/policy.php?pid=60>

MISSED FINAL EXAMS:

Make-up examinations will only be given with written documentation from a healthcare practitioner using the official Student Health Certificate, available at <http://registrar.lakeheadu.ca/uploads/docs/F.HealthCertificate.pdf>

Final examinations run from **April 8-18 2019**, inclusive. There will be no rescheduling of examinations to accommodate holiday travel or extracurricular activities. No one will be allowed to write examinations prior to the scheduled date.