Children's Studies

In the children's studies minor, students learn about children and childhood while drawing on the expertise of departments and programs from across Arts & Sciences, especially the departments of Education, English, and Psychological & Brain Sciences. Children's studies minors will develop a sophisticated interdisciplinary understanding of childhood and the issues surrounding the treatment and status of children throughout history. The minor combines social science courses that measure and analyze how children mature and how institutions have affected children with courses in the humanities that examine how children are portrayed and constructed in art, literature and film. Thus, a minor in children's studies will supplement students' majors while exposing them to an interconnected set of ideas about children as objects and subjects in a variety of essential disciplines. The minor in children's studies is housed in the Washington University Center for the Humanities.

Contact: Wendy Love Anderson  
Phone: 314-935-9523  
Email: andersonwl@wustl.edu  
Website: https://humanities.wustl.edu/childrens-studies-minor

Faculty

Co-Directors
Amy Pawl (https://english.wustl.edu/people/amy-pawl/)  
Teaching Professor  
PhD, University of California, Berkeley  
(English)
Desirée White (https://psych.wustl.edu/people/desiree-white)  
Professor  
PhD, Washington University  
(Psychological & Brain Sciences; Philosophy-Neuroscience-Psychology)

Academic Coordinator
Wendy Love Anderson (https://humanities.wustl.edu/people/wendy-love-anderson/)  
Assistant Director of Academic Programs  
PhD, University of Chicago  
(Center for the Humanities)

Faculty Advisory Board

Garrett Duncan (https://education.wustl.edu/people/garrett-albert-duncan/)  
Associate Professor  
PhD, The Claremont Graduate School  
(Education; African and African-American Studies; American Culture Studies)
Gerald L. Early (https://english.wustl.edu/people/gerald-early/)  
Merle Kling Professor of Modern Letters  
PhD, Cornell University  
(English; African and African-American Studies)
Trish Kohl (https://brownschool.wustl.edu/Faculty/FullTime/Pages/PatriciaKohl.aspx)  
Associate Professor  
PhD, University of North Carolina at Chapel Hill  
(George Warren Brown School of Social Work)
Joan Luby (https://eedp.wustl.edu/about/people/)  
Samuel and Mae S. Ludwig Professor of Child Psychiatry MD, Wayne State University  
(School of Medicine; Director, Early Emotional Development Program)
Lori Markson (https://psych.wustl.edu/people/lori-markson/)  
Associate Professor  
PhD, University of Arizona  
(Psychological & Brain Sciences; Philosophy-Neuroscience-Psychology)

Majors

Children's studies is an interdepartmental minor; Washington University does not offer a separate major in children's studies.

Minors

The Minor in Children's Studies

Minor requirements for students entering Washington University in fall 2014 and after:

Units required: 16

Required courses (4 units):  

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ChSt 300</td>
<td>Interdisciplinary Introduction to Children's Studies</td>
<td>3</td>
</tr>
<tr>
<td>ChSt 499</td>
<td>Senior Seminar in Children's Studies</td>
<td>1</td>
</tr>
</tbody>
</table>

Core courses (6 units from the following):
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ChSt 313B</td>
<td>Education, Childhood, Adolescence and Society</td>
<td>3</td>
</tr>
<tr>
<td>ChSt 318</td>
<td>Topics in American Literature: The Cultural History of the American Teenager</td>
<td>3</td>
</tr>
<tr>
<td>ChSt 321</td>
<td>Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ChSt 334</td>
<td>A History of the Golden Age of Children's Literature</td>
<td>3</td>
</tr>
</tbody>
</table>

6 additional units from either the core list or from elective courses, including but not limited to the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ChSt 114</td>
<td>First-Year Seminar: Childhood in Greek Antiquity</td>
<td>3</td>
</tr>
<tr>
<td>ChSt 178</td>
<td>First-Year Seminar: Imagining and Creating Africa: Youth, Culture, and Change</td>
<td>3</td>
</tr>
<tr>
<td>ChSt 251</td>
<td>Juvenile Justice in the Black Experience</td>
<td>3</td>
</tr>
<tr>
<td>ChSt 301C</td>
<td>The American School</td>
<td>3</td>
</tr>
<tr>
<td>ChSt 304</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ChSt 3132</td>
<td>Service Learning: Girls' Studies</td>
<td>4</td>
</tr>
<tr>
<td>ChSt 3133</td>
<td>Service Learning: Feminist and Queer Youth Studies</td>
<td>4</td>
</tr>
<tr>
<td>ChSt 316W</td>
<td>Topics in American Literature: Girls' Fiction</td>
<td>3</td>
</tr>
<tr>
<td>ChSt 3195</td>
<td>Abnormal Child Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ChSt 3221</td>
<td>Girls' Media and Popular Culture</td>
<td>3</td>
</tr>
<tr>
<td>ChSt 325</td>
<td>Psychology of Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>ChSt 3254</td>
<td>African Americans and Children's Literature</td>
<td>3</td>
</tr>
<tr>
<td>ChSt 3270</td>
<td>Comics, Graphic Novels, and Sequential Art</td>
<td>3</td>
</tr>
<tr>
<td>ChSt 331</td>
<td>Topics in Holocaust Studies: Children in the Shadow of the Swastika</td>
<td>3</td>
</tr>
<tr>
<td>ChSt 341</td>
<td>Children and Childhood in World Religions</td>
<td>3</td>
</tr>
<tr>
<td>ChSt 342</td>
<td>Childhood, Culture, and Religion in Medieval Europe and the Mediterranean World</td>
<td>3</td>
</tr>
<tr>
<td>ChSt 344</td>
<td>Children's Television</td>
<td>3</td>
</tr>
<tr>
<td>ChSt 354</td>
<td>No Boys Allowed: Girlhood and Programming for Girls in the 19th and 20th Centuries, United States</td>
<td>3</td>
</tr>
<tr>
<td>ChSt 3620</td>
<td>Anthropological Perspectives on the Fetus</td>
<td>3</td>
</tr>
<tr>
<td>ChSt 381</td>
<td>Banned Books</td>
<td>3</td>
</tr>
<tr>
<td>ChSt 389</td>
<td>Narratives of Childhood</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ChSt 400</td>
<td>Independent Work in Children's Studies (up to 3 credits)</td>
<td>max</td>
</tr>
<tr>
<td>ChSt 4036</td>
<td>Children of Immigrants: Identity and Acculturation</td>
<td>3</td>
</tr>
<tr>
<td>ChSt 4046</td>
<td>Developmental Neuropsychology</td>
<td>3</td>
</tr>
<tr>
<td>ChSt 4280</td>
<td>History of Urban Schooling in the United States</td>
<td>3</td>
</tr>
<tr>
<td>ChSt 4289</td>
<td>Neighborhoods, Schools, and Social Inequality</td>
<td>3</td>
</tr>
<tr>
<td>ChSt 453B</td>
<td>Sociology of Education</td>
<td>3</td>
</tr>
<tr>
<td>ChSt 4591</td>
<td>The Development of Social Cognition</td>
<td>3</td>
</tr>
<tr>
<td>ChSt 4608</td>
<td>The Education of Black Children and Youth in the United States</td>
<td>3</td>
</tr>
<tr>
<td>ChSt 461B</td>
<td>Construction and Experience of Black Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>ChSt 471</td>
<td>Topics in Japanese Culture: Reminiscences of Childhood and Youth</td>
<td>3</td>
</tr>
<tr>
<td>ChSt 481W</td>
<td>History of Education in the United States</td>
<td>3</td>
</tr>
</tbody>
</table>

**Additional Information**

A more up-to-date list of approved electives is located on the Children's Studies Minor website [https://humanities.wustl.edu/childrens-studies-minor/](https://humanities.wustl.edu/childrens-studies-minor/). Courses not on that list may be used to fulfill the requirements of the minor only if they have been approved by the student's minor adviser and/or by the academic coordinator.

A maximum of 3 units of course work completed at another university, whether in the United States or abroad, may be applied toward the children's studies minor. Credit will be awarded only for those courses that have been approved by the student's minor adviser or by the academic coordinator.

**Courses**


**L66 ChSt 114 First-Year Seminar: Childhood in Greek Antiquity**

Recent social histories exploring Greek childhood have emphasized the reconstruction of the ancient child's agency. Such studies have been interested to illuminate the lived experience of children and to apprehend their voices so often silent in the sources. While such inquiry has clearly widened our understanding of ancient children's lives, the present course is designed instead to explore explicitly the representation of children as particularly rich reservoirs of cultural values. Drawing upon a range of art historical and archaeological sources and literary genres, we will examine the ways in which children were presented to mirror back social mores, thus capturing the aspirations of ancient Greek society. As figures of future potential, children continue to offer social historians one of the
L66 ChSt 178 First-Year Seminar: Imagining and Creating Africa: Youth, Culture, and Change

The goal of this course is to provide a glimpse into how youth reshape African society. Whether in North Africa with the Arab Spring, in West Africa with university strikes, or in East Africa through a linguistic full bloom, youth have been shaping social responses to societies for a long period. In this course, we will study social structures, including churches, NGOs, and developmental agencies, and we will learn about examples of Muslim youth movements and the global civil society. The course will also explore how youth impact cultural movements in Africa and how they influence the world. In particular, we will examine hip-hop movements, sports, and global youth culture developments that center on fashion, dress, dance, and new technologies. By the end of the course, students will have enriched ideas about youth in Africa and ways to provide more realistic comparisons to their counterparts in the United States. Course is for first-year, non-transfer students only. 
Same as L90 AFAS 178
Credit 3 units. A&S: FYS A&S IQ: LCD BU: IS EN: H

L66 ChSt 251 Juvenile Justice in the Black Experience

This course examines the socio-legal past, present, and future of American juvenile justice, with a focus on the black American experience. The course is organized in three parts. Part I surveys the late 19th and early 20th century development of the “parental state” including its institutional centerpiece (the juvenile court), and principle legal subjects (“dependents” and “delinquents”), and how these took shape alongside the contemporaneous rise of American Apartheid. Part II examines several key changes and challenges in contemporary juvenile justice, including the transformation of this institution in the wake of the Civil Rights Movement, and the endurance of racialized juvenile social control in the post-Civil Rights period. Finally, Part III considers possible futures of youth justice in the United States and beyond, and practical strategies for achieving equal protection within and beyond law. For AFAS majors, this course counts as Area Requirement 2. 
Same as L90 AFAS 251
Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

L66 ChSt 299 Internship in Children’s Studies

This course offers up to three hours of academic credit (on a pass/fail basis) for an unpaid internship with an outside organization in some area of Children’s Studies. Enrollment is restricted to children’s studies minors and will require completion of a final written project as well as coordination with a site supervisor. For more information, please contact Dr. Wendy Anderson by email (andersowf@wustl.edu) or phone: 314-935-9523. Credit variable, maximum 3 units.

L66 ChSt 300 Interdisciplinary Introduction to Children’s Studies

What is childhood? Is it supposed to be happy? And what can children’s books, toys, and memoirs tell us about the experience of childhood in a certain time and place? This course is designed to introduce students to the field of children’s studies, including readings in the history and literature of global childhood, excerpts from children’s films and TV, visits from Washington University faculty studying children across various disciplines, and field trips to a children’s museum and a juvenile detention facility. The course is intended to give students a richly detailed picture of how children and childhood are dealt with as subjects throughout the curriculum and the impact these approaches have had on how the greater society thinks about children. Freshmen are welcome to enroll. This course fulfills the Social Differentiation requirement in Arts & Sciences.
Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: HUM EN: H

L66 ChSt 301C The American School

In this course we examine the development of American schooling. Our focus is on three general themes: the differing conceptions of schooling held by some American political, social, and cultural thinkers; the changing relationships among schools and other educational institutions such as the church and the family; and the policy issues and arguments that have shaped the development of schooling in America. 
Same as L12 Educ 301C
Credit 3 units. A&S IQ: HUM, SD Arch: HUM BU: BA, ETH, HUM EN: H

L66 ChSt 304 Educational Psychology

A course in psychological concepts relevant to education. Organized around four basic issues: (1) how humans think and learn; (2) how children, adolescents, and adults differ in their cognitive and moral development; (3) the sense in which motivation and intention explain why people act as they do; and (4) how such key human characteristics as intelligence, motivation, and academic achievement can be measured. Offered fall and spring semesters. 
Same as L12 Educ 304
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L66 ChSt 3132 Service Learning: Girls’ Studies

2012 marked the 100th anniversary of Girl Scouts of America, an organization that has played a significant role in defining what it means to be a girl in American culture. This class will look back at girlhood over the last hundred years to today by exploring topics that include literature for girls, the education of girls, sports and girlhood, marketing to girls, girls’ health and sexuality, and, of course, the history of organizations for girls in the U.S. and abroad. This course introduces students to the emerging field of Girl Studies within the field of Feminist/ Gender Studies research. Because the course builds upon basic knowledge of women’s movements in the United States and builds upon an understanding of core women and gender studies readings, students must take Introduction to Women and Gender Studies or Introduction to Sexuality Studies before enrolling in this course. This course includes a fieldwork component in addition to regular course meetings. Prerequisite: any 100-level Women, Gender, and Sexuality Studies course. 
Same as L77 WGSS 3132
Credit 4 units. A&S IQ: HUM, SC, SD BU: BA EN: H
L66 ChSt 3133 Service Learning: Feminist and Queer Youth Studies
The categorization of life experience into childhood and adolescence is a relatively new construct. The first part of the course will examine how the categories of early childhood and adolescence developed in social and medical discourses. The remainder of the course encourages students to draw connections between feminist and queer theoretical scholarship on children and the practice of designing and implementing programming for children. Students will examine the relationship between the course readings and their experience working with various agencies in St. Louis. Note: This is a service-learning class, which means that it combines classroom learning with outside work at a community organization. In addition to regular class time, there is a service requirement, which will necessitate an additional four to five hours of time per week. Before beginning community service, students must complete required training and submit material for a background check. Prerequisite: L77 100B.
Same as L77 WGSS 3133
Credit 4 units. A&S IQ: SSC, SC, SD BU: BA EN: S

L66 ChSt 313B Education, Childhood, Adolescence and Society
This course examines the social and developmental experiences of children and adolescents at the national and international level. Readings will focus on the development of children and adolescents from historical, sociological, psychological, and political perspectives. Students will examine how both internal and external forces impact the developmental stages of children and adolescents. Students will investigate the issues that impact children and adults such as poverty, war, media, schooling, and changes in family structure. Students will explore some of the issues surrounding the education of children such as the effects of high quality preschool on the lives of children from low income families and the connection between poverty and educational achievement. Students will focus on the efficacy of the "safety nets" that are intended to address issues such as nutrition, health, violence, and abuse. Throughout the course, students will review and critique national and international public policy that is designed to address the needs of children and their families throughout the educational process.
Same as L12 Educ 313B
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L66 ChSt 316W Topics in American Literature: Girls’ Fiction
Topic varies. Writing intensive.
Same as L14 E Lit 316W
Credit 3 units. A&S IQ: HUM, WI BU: HUM EN: H

L66 ChSt 318 Topics in American Literature: The Cultural History of the American Teenager
Same as L14 E Lit 318
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L66 ChSt 321 Developmental Psychology
This course concentrates on the cognitive and social development of the person from conception to adolescence. Topics covered include: infant perception, attachment, cognitive development from Piagetian and information processing perspectives, aggression and biological bases of behavior. Prerequisite: Psych 100B.
Same as L33 Psych 321
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L66 ChSt 321 Girls’ Media and Popular Culture
This course will analyze girls as cultural consumers, mediated representations, cultural producers, and subjects of social anxiety. Readings will cover a range of media that have historically been associated with girlhood, including not only film, television, and digital media but also dolls, magazines, literature, and music. We will explore what role these media texts and technologies have had in the socialization of girls, the construction of their gendered identities, and the attempts at regulation of their behavior, sexuality, and appearance. Although the course will focus on girlhood media since the 1940s, we will consider how constructions of girlhood identity have changed over time and interrogate how girlhood identity intersects with race, sexuality, and class. The course will examine important debates and tensions arising in relation to girls’ media. We will evaluate concerns and moral panics about girls and their relationship to or perceived overinvestment in media and compare and contrast this with accounts of girls as active media consumers and producers. We will critically analyze how girls have been understood to negotiate agency in relation to commercialized culture -- how they have been represented as wielders of "girl power," as passive or active consumers, as fans, and as media producers themselves. We will also analyze attempts to intervene in girls’ media and popular culture and consider how these interventions have attempted to empower, inspire, or regulate girls or how they have worked to reinforce or challenge gendered understandings of childhood.
Same as L77 WGSS 3221
Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

L66 ChSt 321 Psychology of Adolescence
A broad introduction to adolescence as a developmental period of transition and change. The major topics include the fundamental changes of adolescence; the context of adolescence; and processes of psychological development. Prerequisite: Psych 100B.
Same as L33 Psych 325
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L66 ChSt 3254 African Americans and Children’s Literature
This course explores two distinct themes: how African descended people have been depicted in American and British children’s literature and how African Americans have established a tradition in writing for children and young adults. It will also examine two related questions: How has African American childhood been constructed in children’s literature and how have African American writers constructed childhood in children’s literature? We will look at such classic white writers for children like Helen Bannerman, Annie Fellows Johnston, and Mark Twain as well as efforts by blacks like the Brownies Book, published by the NAACP, and children’s works by black writers including Langston Hughes, Ann Petry, Shirley Graham Du Bois, Arna
L66 ChSt 3270 Comics, Graphic Novels, and Sequential Art
This course traces the evolution of comics in America from the "comic cuts" of the newspapers, through the development of the daily and Sunday strips, into the comic book format, and the emergence of literary graphic novels. While not a uniquely American medium, comics have a specifically American context that intersects with issues of race, class, gender, nationalism, popular culture, consumerism, and American identity. Comics have repeatedly been a site of struggle in American culture; examining these struggles illuminates the way Americans have constructed and expressed their view of themselves. The way comics have developed as a medium and art form in this country has specific characteristics that can be studied profitably through the lens of American Culture Studies.

Same as L98 AMCS 3270
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L66 ChSt 331 Topics in Holocaust Studies: Children in the Shadow of the Swastika
This course will approach the history, culture and literature of Nazism, World War II and the Holocaust by focusing on one particular aspect of the period — the experience of children. Children as a whole were drastically affected by the policies of the Nazi regime and the war it conducted in Europe, yet different groups of children experienced the period in radically different ways, depending on who they were and where they lived. By reading key texts written for and about children, we will first take a look at how the Nazis made children — both those they considered "Aryan" and those they designated "enemies" of the German people, such as Jewish children — an important focus of their politics. We will then examine literary texts and films that depict different aspects of the experience of European children during this period: daily life in the Nazi state, the trials of war and bombardment in Germany and the experience of expulsion from the East and defeat, the increasingly restrictive sphere in which Jewish children were allowed to live, the particular difficulties children faced in the Holocaust, and the experience of children in the immediate postwar period. Readings include texts by Ruth Klüger, Harry Mulisch, Imre Kertész, Miriam Katin, David Grossman and others. Course conducted entirely in English.

Same as L21 German 331
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H

L66 ChSt 334 A History of the Golden Age of Children's Literature
A comprehensive survey of the major works for children written during this period.

Same as L14 E Lit 334
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L66 ChSt 336 The Cultural History of the American Teenager
This course will explore the recent history of the teenager in the United States, from the rise of teen culture in the 1950s to the current state of adolescence in the new century. Why have so many novels and films memorialized adolescence? How has the period of development been portrayed in books and film? How have depictions and attitudes toward teen culture changed over the past 50 years? We will begin with J.D. Salinger's classic novel of adolescence alienation, The Catcher in the Rye, a book that in many ways helped initiate the rise of the youth movement in the 1950s and 60s. From there, we will read a series of novels and historical studies that will trace the changes in teen culture that have occurred over the past half century. Our class will also consider a few films, such as Rebel Without a Cause and Dazed and Confused, which have helped shape our conception of the American teenager. Ultimately, we will question what these depictions of teen culture can tell us about larger trends and concerns in American life.

Readings will include Judy Blume's Forever, Stephanie Meyer's Twilight, and Colson Whitehead's Sag Harbor.

Credit 3 units.

L66 ChSt 341 Children and Childhood in World Religions
This course will investigate the roles children play in some of the world's major religious traditions and how those traditions construct their concepts of childhood. From child disciples to child martyrs, from the miraculous childhoods of religious founders to the rites marking childhood's end, and from divine commandments involving fertility to those mandating celibacy, we will explore a wide range of different religions' teachings about children and childhood. We will combine primary and secondary sources including written texts, films, novels, and web-based content in order to learn more about the complex relationships between children and the religious traditions of Judaism, Christianity, Islam, Hinduism, Buddhism, and Confucianism.

Credit 3 units. A&S IQ: HUM, LCD BU: IS EN: H

L66 ChSt 342 Childhood, Culture, and Religion in Medieval Europe and the Mediterranean World
From child saints to child scholars and from child crusaders to child casualties, the experience of childhood varied widely throughout the European Middle Ages. This course will explore how medieval Jews, Christians, and Muslims developed some parallel and some very much divergent concepts of childhood, childrearing, and the proper cultural roles for children in their respective societies. Our readings will combine primary and secondary sources from multiple perspectives and multiple regions of Europe and the Mediterranean World, including a few weeks on the history and cultural legacy of the so-called Children's Crusade of 1312. We will conclude with a brief survey of medieval childhood and its stereotypes as seen through contemporary children's books and TV shows. This course fulfills the Language & Cultural Diversity requirement for Arts & Sciences.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

L66 ChSt 344 Children's Television
How does contemporary television imagine children? How does the industry speak to them, with what aims, and using what types of representational strategies and modes of address? In turn, how do young people respond, both as viewers and, with the advent and increasing accessibility of new technologies,
as media producers? This seminar will address these and other related questions while introducing students to the study of children's television in cultural and critical media studies. Throughout, we will address the theoretical question suggested by the course's title, a reference to the work of literary scholar Jacqueline Rose: is children's television possible?

Same as L53 Film 344
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L66 ChSt 354 No Boys Allowed: Girlhood and Programming for Girls in the 19th and 20th Centuries, United States
If boys and girls go to school together, why do we find so much sex-segregated extracurricular programming in the United States? Are there benefits? This course seeks to answer these questions by exploring the history of girlhood and girls' programming in the United States in the 19th and 20th centuries. We will explore the movement of girls' organizations from developing out of girls' exclusion from boys' clubs to a gradual emphasis on "empowering" girls. A critical examination of gender, sexuality, race and class will inform course discussions. Same as L77 WGSS 354
Credit 3 units. A&S IQ: SSC, SC Arch: SSC Art: SSC BU: BA EN: S

L66 ChSt 3620 Anthropological Perspectives on the Fetus
Where do we come from? How do we get here? When does "life" begin? Is the fetus a "person" or something else? How could we decide? This course will integrate biological, medical, philosophical, and cross-cultural perspectives to examine how various societies (including our own) understand the nature of the human fetus. The course will examine basic human embryology, beliefs about conception and fetal development, ideas about the moral status of the fetus, controversies surrounding prenatal care and antenatal diagnostic testing (including sex-selection and genetic screening tests), current controversies about fetal medicine and surgery, and the problem of abortion in cross-cultural perspective.

Same as L48 Anthro 3620
Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA EN: S

L66 ChSt 381 Banned Books
Why would anyone want to burn a book? Under what circumstances would you support censorship? Several years ago a Russian student was exiled to Siberia for possessing a copy of Emerson's Essays; today, school boards in the United States regularly call for the removal of Huckleberry Finn and The Catcher in the Rye from classrooms and library shelves. Actions like these dramatize the complex interconnections of literature and society, and they raise questions about what we read and the way we read. The course explores these issues by looking closely at several American and translated European texts that have been challenged on moral, sociopolitical or religious grounds to determine what some readers have found so threatening about these works. Possible authors: Goethe, Voltaire, Rousseau, Defoe, Hawthorne, Flaubert, Twain, Chopin, Brecht, Salinger, Aldous Huxley, Ray Bradbury. Brief daily writing assignments.

Same as L14 E Lit 381
Credit 3 units. A&S IQ: HUM Art: HUM BU: ETH

L66 ChSt 389 Narratives of Childhood
This course explores how the force of narrative arises from the play between the adult's perspective and the child's. Topics considered include orphanhood, social change, creative forces, and institutions of power. We pay particular attention to the child's voice as a narrative strategy used to confront unfathomable horrors, to reconstruct history, and to offer order to personal upheavals. We will discuss what these narratives reveal about the societies they purport to reflect as well as the nature of narrative itself to convey history, values, and emotion. Texts include readings such as Nurrudin Farah's "Maps"; Stella Gibbons' "Cold Comfort Farm"; Craig Thompson's "Blankets"; Philippe Grimbert's "Memory"; Dorothy Allison's "Bastard Out of Carolina"; Amos Oz's "Tale of Love and Darkness"; and Hanan al-Shaykh's "Story of Zahra." Prerequisite: Writing 1, sophomore standing, or permission of the instructor.
Same as L16 Comp Lit 389
Credit 3 units. A&S IQ: LCD Art: HUM BU: HUM EN: H

L66 ChSt 400 Independent Work in Children's Studies
This course provides credit for children's studies minors who undertake a program of independent reading and/or research under the supervision of a faculty mentor on some subtopic within Children's Studies for which there is no regular course available. Please contact the Academic Coordinator for more information.
Credit variable, maximum 3 units.

L66 ChSt 401 Writing for Children and Young Adults
In this course we will examine various genres of writing for young people: poetry, fiction and nonfiction.
Same as L13 Writing 401
Credit 3 units.

L66 ChSt 4036 Children of Immigrants: Identity and Acculturation
This seminar takes an interdisciplinary approach to children of immigrants as an analytical subject. Our investigation looks into the 1.5- and second-generation youth of different cultural and ethnic backgrounds in the United States (with a considerable number of case studies focusing on Asian Americans and Latinx). Discussion topics include migration and identity, ethnicity and race, bilingualism and biculturalism, family and school, youth culture, and other pressing issues such as mental health. The seminar offers a theoretical lens into children of immigrants by introducing different research methodologies in the social sciences. Students are required to conduct an individual research project among a selected group of children of immigrants.
Same as L97 IAS 4036
Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: HUM EN: H

L66 ChSt 4046 Developmental Neuropsychology
Discussion will focus on early development and the disorders that affect the brain, such as cerebral palsy, sickle cell disease, and autism. Writing Intensive. Open only to advanced undergraduates, and declared Psychology majors will be given preference. Limited to 15 students. Prerequisites: Psych 100B and one of the following: Psych 321, Psych 360, Psych 3604, Psych 4604, or Psych 3401.
Same as L33 Psych 4046
Credit 3 units. A&S IQ: NSM, WI Art: NSM
L66 ChSt 4280 History of Urban Schooling in the United States
This reading colloquium examines the history of urban schooling and school policy in the United States. Readings focus on the growing literature in the history of urban schooling and on primary source material. We explore urban schooling in general, and we examine particular primary source material as well as particular cities and their school districts. Such districts may include New York, Boston, Chicago, Detroit, St. Louis, Los Angeles, San Francisco, Atlanta and others. The course has two goals: to develop a strong contextual understanding of the conditions of urban schooling, the history of urban school reform, and the debates over the purposes of urban schools; and to examine the ways historians have explored urban schooling in the U.S. Students should expect to read a book a week as well as primary source materials and occasional articles.
Same as L12 Educ 4280
Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L66 ChSt 4289 Neighborhoods, Schools, and Social Inequality
A major purpose of the course is to study the research and policy literature related to neighborhoods, schools and the corresponding opportunity structure in urban America. The course will be informed by theoretical models drawn from economics, political science, sociology, anthropology, education and law. A major focus is to gain greater understanding of the experiences and opportunity structure(s) of urban dwellers, in general, and urban youth, in particular. While major emphasis will be placed on data derived from the interface of urban environments and the corresponding institutions within them, the generational experiences of various ethnic groups will complement the course foci.
Same as L12 Educ 4289
Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

L66 ChSt 453B Sociology of Education
This course provides an overview of sociological theory and research on education in contemporary U.S. society. Drawing from sociological perspectives, it covers the implications of schools and schooling for social inequality, mobility, and group relations. It examines major theoretical perspectives on the purpose and social organization of mass education in the United States, and topics related to the organization and function of schools, access to educational resources, and group disparities in school experiences and outcomes.
Same as L12 Educ 453B
Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA, ETH EN: S

L66 ChSt 4591 The Development of Social Cognition
This course will explore what is known about the development of social cognition. Our starting point will be infants’ capacity to navigate the social world, for instance, detecting agents, identifying social partners, and learning from those around us. We will consider what happens when the human ability to reason about others breaks down (as with autism), and what this can teach us about typical development. Each week we will cover one topic and a related set of readings. Class meetings will be devoted to active discussion and debate about the content of the readings. Students are required to write a weekly reaction paper to the readings to promote class discussion, and will give an in-class presentation on a novel research topic at the end of the semester. Graduate students may have additional course requirements. Prerequisites: Psych 100B and one of the following: Psych 315 or 321 or 360.
Same as L33 Psych 4591
Credit 3 units. A&S IQ: SSC BU: BA EN: S

L66 ChSt 4608 The Education of Black Children and Youth in the United States
This course provides an overview of the education of black children and youth in the United States. Covering both pre- and post-Brown eras, this course applies a deep reading to the classic works of DuBois and Anderson as well as the more recent works of Kozol, Delpit, and Foster. The social, political, and historical contexts of education, as essential aspects of American and African-American culture and life, will be placed in the foreground of course inquiries.
Same as L12 Educ 4608
Credit 3 units. A&S IQ: HUM, SD, WI Art: HUM EN: H

L66 ChSt 461B Construction and Experience of Black Adolescence
This course examines the construct of black adolescence from the general perspectives of anthropology, sociology and psychology. It begins by studying the construct of black adolescence as an “invention” of the social and behavioral sciences. The course then draws upon narrative data, autobiography, literature and multimedia sources authored by black youth to recast black adolescence as a complex social, psychological, cultural and political phenomenon. This course focuses on the meaning-making experiences of urban-dwelling black adolescents and highlights these relations within the contexts of class, gender, sexuality and education.
Same as L90 AFAS 461B
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S
UColl: ACS, SSC

L66 ChSt 471 Topics in Japanese Culture: Reminiscences of Childhood and Youth
A topics course on Japanese culture; topics vary by semester.
Same as L03 East Asia 471
Credit 3 units. A&S IQ: HUM, LCD Art: HUM EN: H

L66 ChSt 481W History of Education in the United States
Examines education within the context of American social and intellectual history. Using a broad conception of education in the United States and a variety of readings in American culture and social history, the course focuses on such themes as the variety of institutions involved with education, including family, church, community, work place, and cultural agency; the ways relationships among those institutions have changed over time; the means individuals have used to acquire an education; and the values, ideas, and practices that have shaped American educational policy in different periods of our history. NOTE ABOUT ENROLLMENT: All students will be initially waitlisted. Because this is a writing intensive course, enrollment will most likely be 12-15 students. Enrollment preference will be given to students who are majoring/minoring in Educational Studies, Teacher Education, Applied Linguistics, History, American Culture Studies, and Children’s Studies and to students needing to complete their Writing Intensive requirement. Instructor will e-mail students about enrollment.
Same as L12 Educ 481W
Credit 3 units. A&S IQ: HUM, SC, SD, WI BU: BA, HUM EN: H

L66 ChSt 499 Senior Seminar in Children’s Studies
The children’s studies minor brings together a range of
disciplinary and methodological approaches to the study of
children and childhood. In this 1-credit seminar, meeting for five
three-hour evening sessions, junior and senior children’s studies
minors will discuss a series of interdisciplinary readings about
the past and future of children’s studies as a field, reflect on their
own pasts and futures in the children’s studies minor, and create
and present portfolios of their minor experience. This course
is a capstone experience for the minor in children’s studies.
Prerequisite: junior or senior standing and a minor in children’s
studies.
Credit 1 unit. A&S IQ: HUM Arch: HUM Art: HUM EN: H