“Can it be that life has left such heavy traces upon one's heart that those tears and ecstasies are for ever vanished? Can it be that there remains to us only the recollection of them?”—Tolstoy, Graf Leo (1852)

Course Description:
This course is an examination of sociological issues, theories, and research on childhood from infancy to adolescence, including the role of social institutions in shaping the childhood experience and the emergence of peer cultures that change societies. We will focus on, but will not limit ourselves to, the following topics: cultural constructions of childhood, nostalgia for childhood, children’s peer group formation, child abuse, child labor, children’s human rights, inequality across families, historical formations of modern notions of childhood in Europe and the United States, the social construction of “the teenager,” and crosscultural and inter-racial notions of childhood.

Course Goals and Student Learning Objectives:
Upon successful completion of this course, students will be able to:
LO1: Analyze diverse social conceptions of childhood.
LO2: Be able to effectively write and orally communicate on the topic of ‘the sociology of childhood’ in social science style.

Course Content Learning Outcomes:
Upon successful completion of this course, students will be able to:
LO3: Apply sociological theories to explain interpersonal interactions and social trends among childhood behaviors and institutions.
LO4: Effectively and convincingly write and present oral presentations describing forms of childhood behavior within their socio-historical context using social science styles of communication and analysis.

Required:
Other Readings:
Supplementary Readings will be on sent by email as pdf. files. TBA.

Suggested:
African American Childhoods: Historical Perspectives from Slavery to Civil Rights [Paperback]
Classroom Protocol

Come to class with your books, notebooks, writing implements, and preferably a dictionary. Being prepared for class means having all of the tools you need to participate. Have your daily readings and notebooks out on your desk and be ready to write BEFORE class begins.

- No cell phone or laptop usage during lecture or discussion. You will be asked to leave the class if you violate this rule.
- No sleeping or heads down in class. You will be asked to leave the class if you violate this rule.
- No demeaning treatment of anyone in the class or you will be asked to have a short meeting with the Professor before you can return to class. I encourage debate, but I am intolerant of disrespectful behavior of any kind.
- Do not miss the deadline for assignments. Any late work will automatically receive about a 20% lower grade and will not be accepted after a week has passed from the due date. Exceptions to this rule will be made only in cases of severe and documented hardship and only if you have contacted me immediately. Examples of documentation include court documents, doctor’s notes, receipts for car repairs, etc.)

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic calendar web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

Assignments and Grading Policy

DESCRIPTION OF MAJOR ASSIGNMENTS

I. Midterm Exam (20%): 40 multiple choice questions; 3 short answer; 2 Short essays over material covered in the first half of the course. You will be briefed the week before about what areas to focus on for the exam. [test type may change if appropriate]

II. Final Exam (20%): 40 multiple choice questions; 3 short answer; 2 Short essays over all material covered in the course. You will be briefed the week before about what areas to focus on for the exam. [test type may change if appropriate]

III. 10-minute Reading & News Presentation (10%):

1. Thesis Sentence: Introduce yourself and provide an overview of the reading you chose. Read the thesis sentence of your article. Provide 3 pieces of evidence the author used to convince the reader of their arguments in your particular readings.
2. **News article:** Provide a recent news article from one of these sources (New York Times, New Yorker, CNN, Fox News, or CSNBC, San Jose Mercury News, LA Times, SF Chronicle) on one of the main topics discussed in the reading. Does the news article reflect the same perspective of the class reading? Explain how it does or does not align with the perspective expressed within the class reading.

3. **Author’s Use of the ‘sociological Imagination’** Define the ‘sociological imagination’ (connecting biography, history, and social structure). Then, explain how one of the articles succeeds in using the ‘sociological imagination’ for understanding the ideas expressed in the articles. How does the article succeed in examining the relationship between personal biography, history, and social structures of inequality? Also, explain what has developed since the class reading was written and what can we foresee happening in the future given what we now know.

Presentations will be graded on the level of professionalism, use of time slot (10 minutes) verbal clarity, relevance of chosen materials, and clarity of logic shown, the balanced appearance of the visuals (presentation slides), and the strength of your relevant connections between (1) reading arguments and claims; (2) larger social trends; (3) personal examples and reflections.

IV. **In-class Reading Quizzes and Reflections (10):**
Readings are to be done before Tuesday for short in-class writing assignments (sometimes multiple choice quizzes) over the new week’s readings. These assignments are timed, so don’t be late as we usually start them at the beginning of class. No make-ups. Any work that is illegible will not be accepted for a grade. No make-ups for work that is illegible so use your best writing and judgment on this. Always title these assignments according to the theme I provide. You will need ten small 20-question scantrons.

V. **Copy of Your Course Notebook (10%):** *Due as a hardcopy at the Final Exam:* Students will submit a copy of their class notes/Note Book at the end of the quarter for a grade. Put the day’s date on the top right hand corner of each daily entry. Your notes will include (1) key points and examples discussed in class; (2) records/journals of your understanding of sociology as a discipline; (3) personal notes of your research paper ideas as they unfold throughout the quarter.

The journaling will be ongoing from beginning to the end of the research writing process. You will include ideas for your topic, sketches of your outline, important realizations or facts that contribute to your research project. In order to organize your notes, you will write the date and Chapter title we are reading for that week to separate the notes. Turn in these notes at the final exam for 5% of your grade. **These notes will be evaluated by their content, legibility, focus on important points discussed by our instructor and student peers, and for following directions in format.**

VI. **Instructions for Annotated Bibliography (10%) (5 journal article entries):** (Due Week 7) Pick a social problem or controversial policy that directly affects children. Develop a research question* about this topic as if you were going to do a full research study. Hopefully this is a topic you are passionate or really curious about investigating in more depth. Your social problem is going to be both contemporary and historical no matter what you choose
sociological imagination theory\(^1\), so keep in mind that you will have to give it a social historical a clear context. Be sure to research this topic reflecting on these factors: connecting ‘personal testimonies/experiences’ to ‘historical context’ and ‘social structures.’

You will write an annotated bibliography on this social problem using 5 sociology journal articles.

I will send you a sample annotated bibliography if requested (ask me about this). No other format will be accepted.

Make Sure all sources are peer reviewed sources (Click this link for a video explanation).

**VII. Final Research Paper (15%):**

You will write a 6-page research paper (citing our course sources and 5 outside academic journal sources) on a childhood group behavior or social phenomenon of your choice (I must OK it if it is not one we’ve discussed in class). The paper will be written in essay format and will include the works cited, including our course readings. It will be typed, double-spaced, and in 12 pt. font. No extra spacing please.

You must address the following for this essay to be complete or it will be returned for revision:

- A clear Introduction that clearly explains what you will analyze in the paper.
- This will include a clear description of the behavior or social phenomenon itself and which populations practice it and where it is practiced (past and present; its historical roots included). How did the behavior begin to be practiced?
- Be very specific in profiling the social groups involved (race, age, class, gender, sexuality) and cities and even more specific locations where it is practiced.
- An integration of theoretical concepts from the reading sources (citing authors correctly (e.g. (Author year of publication: page number where you found the quote).
- Sociological Childhood Theories must be explained in terms of how they help you understand this particular childhood phenomenon (this could include parenting).
- What social structures or social identities is this childhood behavior a response to exactly?
- What is the role of key social institutions in shaping this phenomenon? How do existing social institutions (non-profits, federal government, media*, education, religious, etc.) historically deal with the childhood phenomenon?
- What are some proposed “solutions” to controlling this childhood phenomenon?
- What new problems might arise with each of the presumed “solutions”/ or attempts to socially control this aspect of childhood?
- Offer your suggestions for how to properly and constructively deal with the social conflict concerning this phenomenon.
- Explain in some detail: policy recommendations, re-structuring of institutions, removal or limitation of certain inefficient powerful agencies, inclusion of certain minority perspectives in the mainstream political discussion concerning this childhood phenomenon.

**Research Paper Presentations (5%):**

You will do a 5 minute presentation on your research findings. Provide 5 key points including an author’s argument and the supporting data they provide for each point. Provide a representative image with each key point. Powerpoint or Prezi are suggested.

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\(^1\) The theory of the sociological imagination is discussed in the first weeks of class. See the online book chapter from week one. Students that apply this theory correctly to the topics usually earn ‘As’ in this class.
Evaluation criteria:
   a) spoke clearly and at an appropriate pace  
   b) used eye contact throughout  
   c) use the proper amount of time  
   d) involve the class in their presentation by asking questions or a show of hands  
   e) concluded with strong synopsis and personal reflection on what you learned.

Evaluating your performance:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>95+</td>
<td>A</td>
</tr>
<tr>
<td>90-94</td>
<td>A-</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
</tr>
<tr>
<td>84-86</td>
<td>B</td>
</tr>
<tr>
<td>80-83</td>
<td>B-</td>
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<tr>
<td>77-79</td>
<td>C+</td>
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<tr>
<td>74-76</td>
<td>C</td>
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<tr>
<td>70-73</td>
<td>C-</td>
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<tr>
<td>67-69</td>
<td>D+</td>
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<tr>
<td>64-66</td>
<td>D</td>
</tr>
<tr>
<td>60-63</td>
<td>D-</td>
</tr>
<tr>
<td>59 or less</td>
<td>F</td>
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</tbody>
</table>

Students that tend to make A’s in my courses do the following consistently with few exceptions:
A) Turn in work on time; B) Raise their hands daily and offer insightful comments on the material at hand; C) Consistently act professionally towards students and myself; D) Consistently turn in topnotch work with few exceptions.

Students that tend to make B’s in my courses do the following consistently with few exceptions:
A) Turn in work on time; B) Raise their hands often offering insightful comments on the material at hand; C) Consistently act professionally towards students and myself; D) Consistently turn in good work with few exceptions. These students sometimes turn in topnotch work, but not consistently.

Students that tend to make C’s in my courses do the following consistently with few exceptions:
A) Turn in work on time; B) Raise their hands infrequently; C) Consistently act professionally towards students and myself; D) Consistently turn in passing work with few exceptions. Once in a while a student gets a C even though they do good work because of their frequent absences and lateness.

D’s and F’s are for students that fail to accomplish these criteria (late papers, sleeping in class, rude behavior, use of cell phone in class, web surfing in class, frequent sidebar conversations, etc.). I give few Ds and Fs but, when I do, they are well earned.

University Policies
Academic integrity:
Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University’s Academic Integrity policy, located at http://www.sjsu.edu/senate/S07-2.htm, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarizing (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you
would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy S07-2 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act
If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the Disability Resource Center (DRC) at http://www.drc.sjsu.edu/ to establish a record of their disability.

Student Technology Resources (Optional)
Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.
A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiocassette players, sound systems, wireless microphones, projection screens and monitors.

Learning Assistance Resource Center (Optional)
The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. The Center's tutors are trained and nationally certified by the College Reading and Learning Association (CRLA). They provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual, and drop-in tutoring are available. Please visit the LARC website for more information at http://www.sjsu.edu/larc/

SJSU Writing Center (Optional)
The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/.

Peer Mentor Center (Optional)
The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop-in basis, no reservation required. The Peer Mentor Center website is located at http://www.sjsu.edu/muse/peermentor/
# Sociology of Childhood, Course Schedule

The following schedule is subject to change. You will be informed in advance of any changes. Course Schedule (Readings are listed by the date they are discussed in class and tested on. Do your weekly readings before the week begins.)

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
<th>Bring your Course Notebook to class each day for in-class Writing Assignments.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>1/23 Th</td>
<td>Introduction to Course (Syllabus and Learning Outcomes) Activity: In-class Reflection in Class Notes The sociological imagination</td>
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<tr>
<td>Week 2</td>
<td>1/28 T  1/30 Th</td>
<td>SOCIOLGY OF CHILDHOOD: Ch. 1 Social Theories of Childhood (p.1) Film Clip: Born and Bred (2011); Pollyana (2003) Genie Wiley (2003) documentary Activity: In-class Writing Assignment in your Notebook: Apply 2 of the theories you learned by offering personal examples of each.</td>
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<tr>
<td>Week 3</td>
<td>2/4 T  2/6 Th</td>
<td>SOCIOLGY OF CHILDHOOD: Ch. 2 The Structure of Childhood and Children’s Interpretive Reproductions (p.31)</td>
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<tr>
<td>Week 4</td>
<td>2/11 T  2/13 Th</td>
<td>SOCIOLGY OF CHILDHOOD: Ch. 3 Studying Children and Childhood (p.47) Vice: Bolivian Child Miners: Child Worker Unions Activity: In-class Writing Assignment</td>
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<tr>
<td>Week 5</td>
<td>2/18 T (census)  2/20 Th</td>
<td>SOCIOLGY OF CHILDHOOD: Ch. 4 Historical Views of Childhood and Children (p.67) SOCIOLGY OF CHILDHOOD: Ch. 5 Social Change, Families and Children (p.91)</td>
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<tr>
<td>Week 6</td>
<td>2/25 T  2/27 Th</td>
<td>SOCIOLGY OF CHILDHOOD: Ch. 6. Children’s Peer Cultures and Interpretive Reproduction (p.119) Ch. 7 Sharing and Control in Initial Peer Cultures (p.149) Annotated Bibliography Due Thursday</td>
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<tr>
<td>Week 7</td>
<td>3/4 T  3/6 Th</td>
<td>PEER POWER: Ch. 1 through Ch. 5 SOCIOLGY OF CHILDHOOD: Ch. 8 Conflict and Differentiation in the Initial Peer Culture (p. 189) Film Clips: I Was Born But… (1932); Mean Girls (2004) In-class Notebook Writing assignment: Your Peer Culture Experience</td>
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<tr>
<td>Week 8</td>
<td>3/11 T  3/13 Th</td>
<td>Tuesday: PEER POWER: Ch. 6 through Ch. 10 In-class Notebook Writing assignment: Your Peer Culture Experience Thursday: Midterm Exam: Bring 2 Blue Books and 2 Pens</td>
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<tr>
<td>Week 9</td>
<td>3/18 T  3/20 Th</td>
<td>SOCIOLGY OF CHILDHOOD: Ch. 9 Preadolescent Peer Cultures (p.219) Film Clip: Cost of Cool (2001) Note: Monday, March 24 - Friday, March 28 Spring Recess - no classes</td>
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<tr>
<td>Week 10</td>
<td>4/1 T  4/3 Th</td>
<td>KEEPING WOMEN AND CHILDREN LAST, by Ruth Sidel (Introduction through Ch. 4) Film clip: FRONTLINE: Poor Kids (2012)</td>
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</tbody>
</table>
Extra Credit assignment:
Play is of key importance in understanding the social psychology of children. Therefore students are encouraged to observe children’s play in a public setting for an extended period of time* in order to apply three social theories of peer play from any of our class readings. Theory application requires a hypothesis and a set of findings gathered from the observation. Thus, the point at which you can stop performing the observation is the point of saturation, or the point at which the observed pattern is repeated over and over without significant variation or obverse findings. See me about writing a three page analytical observation paper for extra credit. 5 points.