“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?” —Graf Leo Tolstoy (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:
Supplementary Readings will be on sent by email as pdf. files. TBA.

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%)**: 50 multiple choice questions.

**II. Final Exam (20%)**: 30 multiple choice questions; 2 short essay.

**III. 5-Minute News or Reading Presentation X 2 (10%)**: Provide a recent news article from one of these sources (New York Times, New Yorker, CNN, or CSNBC, San Jose Mercury News, LA Times, SF Chronicle) on one of the main
topics discussed in the reading for the current week you signed up for. Type the main point presented in the article on a powerpoint slide along with an image that captures that main point. Then, list the various perspectives presented by the article. Explain how these perspectives compare and contrast and their (social policy) implications. Conclude by explaining your perspective on this issue, using our readings to frame and analyze the news article.

If you choose to present one of the course readings from this list, you should provide the following information in your powerpoint:
I. Slide One: Thesis statement of reading next to a representative image that illustrates the key point
II. Slide Two: List three key terms presented in the reading with short definitions; give personal or current examples for each concept
III. Slide Three: Conclude by explaining how the author(s) used the ‘sociological imagination’ in their analysis
IV. Final Slide: List two open-ended discussion questions to have the class discuss in small groups
End the presentation with your final thoughts and opinions about what needs to happen to produce positive change.

IV. In-class Reading Quizzes and Reflections (20):
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. Annotated Bibliography (10%) (5 peer reviewed sociology 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 (apply the sociological imagination theory¹), 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.

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.
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).

**Annotated Bibliography Basic instructions.** Include the following for each source entry:

1. **The full citation of the study:** Include: author(s) name(s), book title, place of publication, publishing company’s name, date – if it is an academic journal article, include authors, article title, journal title, volume and issue numbers, date. Underline book or journal titles, and put article titles in quotes. Sample citation:


   Online source:

2. **Author’s Main Research Question:** What is the author’s main research question? Paraphrase their key arguments. Example: “Smith asks whether ADHD is a social construction used to label various combinations of neurological imbalances and contextual influences or whether it is a legitimate neurological disorder. He asks whether parenting practices have a stronger influence on the onset of ADHD-like symptoms.”

3. **Method:** How does the author go about answering their main question (do they use surveys, historical research, secondary research sources, oral interviews, etc.)? Was their evidence and argument convincing? Was their method reliable? Was their method valid? Was their research significant? Explain.

4. **Your Main Research Question:** What are the author’s main unique findings, contribution to all the literature you have read on this topic? Explain how this particular author’s approach and findings help you answer your research question.

**VI. Final Research Paper (15%):**
You will write a 6-page research paper (citing our course sources and 5 outside peer reviewed sociological academic journal sources) on a childhood group behavior or social phenomenon of your choice (I must OK it if it is not one we have 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. Include a ‘Reference’ page with correctly formatted citations.

You must address the following for this essay to be complete or it will be returned for revision:
I. A clear Introduction that clearly explains what you will analyze in the paper.
II. 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?
III. 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.

IV. An integrative synthesis of theoretical concepts from the academic sources (citing authors correctly (e.g. (Author year of publication: page number where you found the quote).

V. Sociological Childhood Theories must be explained in terms of how they help you understand this particular childhood phenomenon (this could include parenting).

VI. What social structures or social identities is this childhood behavior a response to exactly?

VII. 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?

VIII. What are some proposed “solutions” to controlling this childhood phenomenon?

IX. What new problems might arise with each of the presumed “solutions”/ or attempts to socially control this aspect of childhood?

X. Offer your suggestions for how to properly and constructively deal with the social conflict concerning this phenomenon.

XI. 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.

VII. Research Paper Presentations (5%):
You will do a 5-minute presentation on your research findings. First provide the main insight from all of your research on your chosen topic. Then, provide 3 key points including the authors’ overall argument and a synopsis of the supporting data they provide for each point. Note, we will not use digital visual aids for these final presentations.

In addition to following the directions, the evaluation criteria will include:
   a) student spoke clearly and at an appropriate pace
   b) student used eye contact throughout
   c) student used the proper amount of time
   d) student involved the class in their presentation by asking for opinions
   e) student concluded with strong synopsis and reflection on what was learned

Assignments and Points:

Midterm Exam 20
Final Exam 20
5-Minute News or Reading Presentation X 2 10
In-class Reading Quizzes and Reflections 20
Instructions for Annotated Bibliography 10
Evaluating your performance:

<table>
<thead>
<tr>
<th>Score</th>
<th>Grade</th>
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<tbody>
<tr>
<td>95+</td>
<td>A</td>
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<tr>
<td>90-94</td>
<td>A-</td>
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<tr>
<td>87-89</td>
<td>B+</td>
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<td>84-86</td>
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<td>D</td>
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<tr>
<td>60-63</td>
<td>D-</td>
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<tr>
<td>59 or less</td>
<td>F</td>
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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 plagiarism (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 audiotape 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. Use video links to preview videos before class meetings.

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. Bring your Course Notebook to class each day for in-class Writing Assignments.</th>
</tr>
</thead>
</table>
| Week 1 | 1/22 Th | ➢ Introduction to Course (Syllabus and Learning Outcomes)  
➢ Activity: In-class Reflection in Class Notes  
➢ The sociological imagination |
| Week 2 | 1/27 T 1/29 Th | ➢ **SOCIIOLOGY OF CHILDHOOD:** Ch. 1 Social Theories of Childhood (p.1)  
➢ “When I Grow Up: The Theme-park chain where children pretend to be adults,” by Rebecca Mead, *The New Yorker*  
➢ “Toys,” by Roland Barthes  
➢ Film Clip: Born and Bred (2011); *Pollyana* (2003) *Genie Wiley* (2003); *Kids React to Same Sex Marriage*  
➢ Activity: In-class Writing Assignment in your Notebook: Apply 2 of the theories you learned by offering personal examples of each. |
| Week 3 | 2/3 T 2/5 Th | ➢ **SOCIIOLOGY OF CHILDHOOD:** Ch. 2 The Structure of Childhood and Children’s Interpretive Reproductions (p.31)  
Clip: *Parents Explain the Birds and the Bees* |
| Week 4 | 2/10 T 2/12 Th | ➢ **SOCIIOLOGY OF CHILDHOOD:** Ch. 3 Studying Children and Childhood (p.47)  
➢ Vice: Bolivian Child Miners: Child Worker Unions  
➢ Activity: In-class Writing Assignment |
| Week 5 | 2/17 T (census) 2/19 Th | ➢ **SOCIIOLOGY OF CHILDHOOD:** Ch. 4 Historical Views of Childhood and Children (p.67)  
➢ **SOCIIOLOGY OF CHILDHOOD:** Ch. 5 Social Change, Families and Children (p.91)  
Clip: *Kids Talk About Their Dreams* |
| Week 6 | 2/24 T 2/26 Th | ➢ **SOCIIOLOGY OF CHILDHOOD:** Ch. 6. Children’s Peer Cultures and Interpretive Reproduction (p.119)  
➢ Ch. 7 Sharing and Control in Initial Peer Cultures (p.149) |
| Week 7 | 3/3 T 3/5 Th | ➢ **PEER POWER:** Ch. 1 through Ch. 5  
➢ **SOCIIOLOGY 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  
➢ **Annotated Bibliography Due Thursday 3/5** |
| Week 8 | 3/10 T 3/12 Th Midterm | ➢ Tuesday: **PEER POWER:** Ch. 6 through Ch. 10  
➢ In-class Notebook Writing assignment: Your Peer Culture Experience  
Thursday: Midterm Exam: Bring Blue Book, Green Scantron, and 2 Pens |
| Week 9 | 3/17 T 3/19 Th | ➢ **SOCIIOLOGY OF CHILDHOOD:** Ch. 9 Preadolescent Peer Cultures (p.219)  
Note for next week: March 23 and March 25th off for Spring Recess - no classes |
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Tuesdays</th>
<th>Thursdays</th>
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</thead>
</table>
Film clip: FRONTLINE: Poor Kids (2012) |
*Thurs*: Schaffer, Amanda. 2013. “The No Label Movement.” *The New Yorker*. October 2. [google this title to read the article online]  
Activity: Critical discussion on ADHD providing evidence. In small groups develop 5 arguments for or against the claim that ADHD is not a real neurological disorder. |
| 13   | 4/21 T  4/23 Th | *SOCIOTOLOGY OF CHILDHOOD: Ch. 10 Children, Social Problems, and the Family* (p.301)  
Ch.11 Children, Social Problems and Society  
Film Clip: *Digital Nation* (2010) | Tuesday: *Ch. 12 The Future of Childhood* (p. 341) [Final Chapter of Corsaro]  
Thursday: Activity: Paper presentation panels. Be prepared with a written outline of your paper. We will present your research in class in a short 3-minute professional panel-style presentation. You will be grouped into groups of 5 according to topic and will present together for our classroom. Turn in your presentation outline after your presentation with your name, date and title.  
Pass out Potluck sign-up sheet. |
Activity: Paper presentation panels. Final exam preview  
POTLUCK: Bring a healthy food item to share. See the sign-up list  
| 15   | 5/5 T  5/7 Th |  
| 16   | 5/12 TUE last class meeting |  
| Final Exam | MON 5/18 | Final Exam: Monday, May 18, 2:45pm-5:00pm |