San José State University, Sociology Department
SOCIOLOGY 178, Sociology of Childhood

Spring 2016
Instructor: Dr. Steve Nava
Office Location: DMH 223
Telephone: (408) 924-5330
Email: steve.nava@sjsu.edu

Office Hours: Office location: DMH 223
Office hour time: TTh 2:00pm-3:00pm

Class Days/Time: Tuesday and Thursday 4:30pm-5:45pm
Classroom: DMH 161
Prerequisites: Soci 1

Final Exam: Friday, May 20, 2:45pm-5:00pm/1445-1700

“Can it be that life has left such heavy traces upon one's heart that those tears and ecstasies are forever 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.

Class participation is important and it is expected that you will prepare by reading and taking notes on the material before we meet. Bring your discussion questions to class for discussion.

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 Texts:

Other supplemental readings will be posted on Canvas under “Files”

Classroom Protocol
This course is largely discussion based so, it is expected that students will have read the material closely before class meets. 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 a 10% lower grade than earned 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

**Active Participation is Mandatory**

**Official SJSU Amended Policy:**

“ATTENDANCE
Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.

If a student has been out of school for one or more days, he should report to his instructors upon his return to inquire about making up the work. Students who know in advance that they will miss one or more classes should inform their instructors about their plans.”

Participation in class is vital to a vibrant classroom community. Bell hooks writes: “Conversation is the central location of pedagogy for the democratic educator.” The learning in this course is experiential and collaborative; therefore, your contributions to our conversations and group activities will be needed each and every session. You are expected to attend all classes unless a compelling reason (e.g., serious illness or family emergency) requires that you are absent.

DESCRIPTION OF MAJOR ASSIGNMENTS

I. Tuesday 2-Page Quotes-n-Questions Reflection and Sharing (30 percent):
You will write a weekly two-page single spaced reflection on all readings and one video (see links in digital syllabus) for the new week (12 pt font, single-spaced). **Steps:**
(1) You will write your favorite socially significant or theoretically intriguing key quotes from the current readings and film clips. **Write one significant quote per reading**
(2) Then, you must write a discussion question related directly to each quote you wrote.
(3) Write your own answer to the quote for each question (this will be read during your presentation after you've listened to fellow students answer your question)
(4) For the remainder, explain the connections between the readings and one film clip for the current week.
(5) Rehearse your presentation of your weekly Tuesday Quotes-n-Questions reflections. You will be asked to read the quotes in front of class in a group of 5 students, and you will ask the rest of the class to answer your discussion questions. If you are absent on your small group’s day, you will lose 5-points from your total grade for each instance. Do not miss your presentation day. I will let you know when your group is presenting before your turn.

I will collect these typed Quotes-n-Questions every Tuesday* after our session. At the end of the first half of the course I will staple all of your Quotes-n-Questions reflections, evaluate them, and you will be given a grade based on whether you followed directions closely.

Note: Choose questions that you are really interested in finding out the answers to. Explain what interests you in the reading and what you find relevant to your own social life.

II. In-class Reading Quizzes (10):
Readings are to be done before the class meeting 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 10 small 20-question scantrons.
III. Midterm Exam (10%): 30 multiple choice questions.

IV. Annotated Bibliography (20%) (5 peer reviewed sociology journal article entries): (Due Week 7 on Canvas)
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.

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 sociological sources (Click this link for a video explanation) or no credit will be given for the entries.

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 sample citation:


(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.

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.
(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.

**V. Final Group Research Presentations (10%): Due by Monday May 4th, midnight on Canvas**

You will do a 5-minute presentation on your research findings in your annotated bibliography. Put your search together on 5 slides: slide 1 should be your intro, slides 2-4 should be representations of the best 3 entries, and the 5th slide should be a synopsis of your research. In your 5-member small group, organize all of your small group’s slides together in one presentation with a theme and include appropriate images. Upload your final group presentation on Canvas by the due date and time:

**Important:** I expect your presentation to be a professional presentation. Use only appropriate thematic images along with the correct amount of text in powerpoint presentations. **Bring a laptop with the group presentation already ready.**

**You must address the following in your presentations:**

1. A clear Introduction that clearly explains what you will analyze.
2. 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?
3. 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.
4. An integrative synthesis of at least 3 key theoretical concepts from the academic sources used to frame the social object of study (citing authors correctly with year and article title).
5. Sociological childhood theories must be explained in terms of how they help you understand this particular childhood phenomenon.
6. What social structures, strains, or social identities is this childhood behavior a response to exactly?
7. 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?
8. What are some proposed “solutions” to controlling or ameliorating this childhood phenomenon?
9. What new problems might arise with each of the presumed “solutions”/ or attempts to socially control this aspect of childhood?
10. **Important:** Offer your suggestions for how to properly and constructively deal with the social conflict concerning this phenomenon.
11. Explain in some detail: policy recommendations, re-structuring of institutions, removal or limitation of certain inefficient powerful agencies, inclusion of minority perspectives in the mainstream political discussion concerning this childhood phenomenon.

**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
VI. Final Exam (20%): 40 multiple choice questions; 2 short essay.

Assignments and Points:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Tuesday Quotes-n-Questions</td>
<td>30</td>
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<tr>
<td>In-class Reading Quizzes</td>
<td>10</td>
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<tr>
<td>Midterm Exam</td>
<td>10</td>
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<tr>
<td>Annotated Bibliography</td>
<td>20</td>
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<tr>
<td>Final Exam</td>
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<td>Research Presentations</td>
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Evaluating your performance:

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<thead>
<tr>
<th>Grade</th>
<th>95+</th>
<th>90-94</th>
<th>87-89</th>
<th>84-86</th>
<th>80-83</th>
<th>77-79</th>
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<tbody>
<tr>
<td>A</td>
<td>74-76</td>
<td>C</td>
<td>70-73</td>
<td>B+</td>
<td>67-69</td>
<td>B+</td>
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<tr>
<td>A-</td>
<td>70-73</td>
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<td>B+</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/

**My criteria for essays and reflections:**

1. How relevant and original are the student’s ideas, arguments and/or commentary to the course material and classroom discussions?
2. How well do the student’s ideas, arguments and/or commentary contribute to an ongoing dialogue or issues and dilemmas related to the course and the current topic of discussion?
3. How cogently are the ideas presented?
4. How well developed is the student’s main point?
5. How well organized is the essay? How well integrated are the ideas?
6. Are the ideas woven together and balanced in terms of the amount of attention given to each idea and piece of supporting evidence? Are important ideas given more attention and weight than less important noted points?
**SOCI 178 / 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 and analyze in your Q-n-Q reflections.

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>
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<tbody>
<tr>
<td></td>
<td></td>
<td><em>Bring your Course Notebook to class each day for daily note taking and in-class Writing Assignments which will be used during the Final Exam. You will do your <strong>weekly Quotes-n-questions</strong> based on the readings and clips for the week as listed.</em></td>
</tr>
</tbody>
</table>
| Week 1 | Jan 28th: Intros | **Thursday:** Introduction to Course (Syllabus and Learning Outcomes)  
Weekly Quotes-n-Questions Assignment explained  
Discuss **“Toys,”** by Roland Barthes |
|       | Feb 2nd & 4th | **Guiding question:** What is the basic theoretical short implicit in the theory of interpretive reproduction?  
**note:** Quotes-n-question reflections cover each reading and film clip(s) and are due each Tuesday. Click the links or search them on youtube)  
**Tuesday:**  
SOCIOLOGY OF CHILDHOOD: Ch. 1 Social Theories of Childhood  
Discuss **“Toys,”** by Roland Barthes  
**Thursday:**  
“When I Grow Up: The Theme-park chain where children pretend to be adults,” by Rebecca Mead, The New Yorker  
Weekly Reading quiz |
| Week 3 | Feb 9th & 11th | **Guiding question:** Can childhood really be seen as a social pattern when each individual is so unique?  
**Tuesday:**  
SOCIOLOGY OF CHILDHOOD: Ch. 2 The Structure of Childhood and Children’s Interpretive Reproductions (p.31)  
**Thursday:**  
Small group food sharing  
Clips and Discussion: Parents Explain the Birds and the Bees; Kids React to Same Sex Marriage  
Weekly Reading quiz |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines. Bring your Course Notebook to class each day for daily note taking and in-class Writing Assignments which will be used during the Final Exam. You will do your weekly Quotes-n-questions based on the readings and clips for the week as listed.</th>
</tr>
</thead>
</table>
| Week 4| Feb 16th & 18th | **Tuesday:**  
SOCIIOLOGY OF CHILDHOOD: Ch. 3 Studying Children and Childhood (p.47)  
**Thursday:**  
Small group food sharing  
Film Clip and discussion: Born into Brothels (using images in research)  
Weekly Reading quiz  
Presenters: (Rafael, Kentashanaa, Sylvia H, Van H., Jennifer K, Crystal L.) |
| Week 5| Feb 23rd & 25th | **Tuesday:**  
SOCIIOLOGY OF CHILDHOOD: Ch. 4 Historical Views of Childhood and Children (p.67)  
**Thursday:**  
Small group food sharing  
Clip: Kids Talk About Their Dreams  
Activity: In-class written reflection on your childhood aspirations. Answer the guiding questions. Share in small groups.  
Weekly Reading quiz  
Presenters: (Xoi, Megan, Angela, Gina, Silvia M., Stephanie M.) |
| Week 6| March 1st & 3rd | **Tuesday:**  
SOCIIOLOGY OF CHILDHOOD: Ch. 5 Social Change, Families and Children (p.91)  
**Thursday:**  
Small group food sharing  
Weekly Reading quiz  
Presenters: (Kevin, Erinn, Jackeline, Joshua, Ogechi, Jessica Potter, Roselyn) |
**Week 7**

**Date:** March 8th & 10th

**Guiding question:** How are peer groups chosen? What is the common denominator in all peer groups? How do they differ?

**Tuesday:**

**SOCIOLOGY OF CHILDHOOD: SOCIOLOGY OF CHILDHOOD:** Ch 6. Children’s Peer Cultures and Interpretive Reproduction (p.119)

Find an article on a San Jose peer culture and include it in your reading response along with Ch 6

**Thursday:**

Small group food sharing

Ch. 7 Sharing and Control in Initial Peer Cultures (p.149)


**Annotated Bibliography Due Thursday 3/10 on Canvas by 11:59pm**

Weekly Reading quiz

Presenters: (Erika S., Joseph Sanchez, Maria Sanchez, Nahal Shams, Lorena Vargas Bejar, Michelle Vu)

**Week 8**

**Date:** March 15th & 17th

**Guiding question:** How do children choose their peer groups?

**Tuesday:**

Ch. 8 Conflict and Differentiation in the Initial Peer Culture (p. 189)

Clip: *Rebel Without a Cause*, “I Go with the Kids”

Presenters: (Lila, Samantha Y, Alejandra)

Review Session

**Thursday:**

**Midterm Exam:** Green 882e Scantron and 2 Pens

**Week 9**

**Date:** March 22nd & 24th

**Guiding question:** What is common about all pre-adolescent peer cultural trends? What does it have to do with identity and social stability?

**Tuesday:**

**SOCIOLOGY OF CHILDHOOD: SOCIOLOGY OF CHILDHOOD:** Ch. 9 Preadolescent Peer Cultures (p.219)

**Thursday:**

Small group food sharing

Include an article on a positive peer culture here in San Jose in your Quotes-n-Questions for this week.

Small group food sharing

Activity:

Write an in-class one-page reflection on a pre-adolescent trend you can explain in some detail. Share it in small groups. Be ready to explain the three common denominators in each trend your group described.

**Note for next week:** March 23 and March 25th off for Spring Recess -
### Topics, Readings, Assignments, Deadlines

Bring your Course Notebook to class each day for daily note taking and in-class Writing Assignments which will be used during the Final Exam. You will do your **weekly Quotes-n-questions** based on the readings and clips for the week as listed.

<table>
<thead>
<tr>
<th>Week 10</th>
<th>April 5th &amp; 7th</th>
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<tbody>
<tr>
<td>Guiding question:</td>
<td>Did the nation move from a war on poverty to a war on drugs? If so, why?</td>
</tr>
<tr>
<td><strong>Tuesday:</strong></td>
<td>SOCIOLOGY OF CHILDHOOD: Ch. 10 Children, Social Problems, and the Family (p.301)</td>
</tr>
<tr>
<td><strong>Thursday:</strong></td>
<td>Small group food sharing</td>
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<tr>
<td>Film clip: FRONTLINE: Poor Kids (2012)</td>
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<tr>
<td>Activity: In-class research: Each small group will research food programs for the poor in San Jose. The group with the longest list will receive 2 points extra credit.</td>
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<tr>
<td>Weekly Reading quiz</td>
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<tr>
<th>Week 11</th>
<th>April 12th &amp; 14th</th>
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<tbody>
<tr>
<td>Guiding question:</td>
<td>What is the U.S.A’s real problem with food distribution and health?</td>
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<tr>
<td><strong>Tuesday:</strong></td>
<td>Film viewing and discussion questions: A Place at the Table (2012)</td>
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<tr>
<td><strong>Unequal Childhoods: Ch 1-5</strong></td>
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<tr>
<td><strong>Thursday:</strong></td>
<td>Small group food sharing</td>
</tr>
<tr>
<td>Weekly Reading quiz</td>
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</table>
| Week 12 | April 19th & 21st | **Tuesday:**  
Unequal Childhoods: Ch 6-12  
**Thursday:**  
Clip: Annette Lareau: Follow Up Talk |
|---|---|---|
| Week 13 | April 26th & 28th  
Guiding question: Is ADHD a legitimate disorder or a social myth? | **Tuesday:**  
**Thursday:**  
Small group food sharing  
Schaffer, Amanda. 2013. “The No Label Movement.” The New Yorker. October 2. [google this title to read the article online]  
Clips: Cracked- The Story ADHD  
**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. |
| Week 14 | May 3rd & 5th  
Guiding question: How can we conceptualize changes in childhood going forward? How are children seeking human rights? | **Tuesday:**  
Ch. 12 The Future of Childhood (p. 341) [Final Chapter of Corsaro]  
**Thursday:**  
Small Group Food Sharing  
**Turn in Final Group Presentation Powerpoint to Canvas:** due by Monday May 4th by midnight. Students will present their Final Presentations Today/Thursday  
Pass out Potluck sign-up sheet. |
| Week 15 | May 11th & 12th | **Tuesday and Thursday:**  
Small group Food sharing  
**Activity:** Final Group Powerpoint Presentations continue this week |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>May 16th last class meeting</td>
<td>Final Group Powerpoint Presentations (if needed). Final exam preview. Paper due. POTLUCK: Bring a healthy food item to share. See the sign-up list. Next week open notes Final Exam: Friday, May 20, 2:45pm-5:00pm</td>
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</table>

Sample Annotated Bibliography Entry:


Outdoor Recreation Constraints is an article written on the examination hikers based on race and gender. The results show that participants reported being constrained in participating in their favorite activity because of race, gender and rural residence although rural residence did not seem to have an impact on their participation. The methods used for this study was a survey conducted over the phone. About 17,000 people over the age of 16 were interviewed for 20 minutes. The authors initially hypothesized that marginalized groups in society would face greater constraints to outdoor recreation participation than their counterparts, this hypothesis goes along with my research question, I have also assumed the same thing. The results of the study show that the common constraints individuals face are about time and money as opposed to their marginalized group. Another important finding was that race was an insignificant factor. A common constraint women face when doing outdoor activities is personal safety and inadequate facilities. The findings in this article have been helpful to my study because of its relativeness to my research questions.