Course and Contact Information

Instructor: Dr. Elizabeth Sweet
Office Location: DMH 212
Telephone: (408) 924-5253
Email: elizabeth.sweet@sjsu.edu
Office Hours: Tuesdays 2:00-4:00pm
Class Days/Time: TuTh 10:00am - 1:45pm
Classroom: TBA

Course Description

This course examines 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.

In this class, we will use historical, cross-cultural, and critical perspectives to examine how social forces carve the broad contours of childhood and adolescence, shaping everything from the types of toys children play with to the types of families that they live in. We will examine how inequality manifests in, and is reproduced by, different cultural and institutional aspects of childhood and adolescence with a particular focus on material culture. Throughout the course, we will explore the extent to which children actively contribute to the construction of society through peer culture, tackling a key debate in the field about whether children are best understood as passive recipients of culture or as active social agents.

Course Web Page and MYSJSU Messaging

All course materials, including the course syllabus, course readings, lecture slides, and assignments will be posted on Canvas Learning Management System at http://sjsu.instructure.com. You are responsible for regularly checking Canvas to access all course materials, to submit coursework, and to learn of any course announcements or updates.
Course Goals and Learning Outcomes (CLO)

This course will offer you a broad overview of the sociology of childhood and adolescence, including an understanding of the key debates within the field and the predominant theories and topics of interest among childhood scholars. More importantly, it will encourage you to hone your critical thinking skills, to evaluate your own beliefs about children and childhood, and to gain a better understanding of how social forces may have shaped the contours of your own life.

Upon successful completion of this course, students will be able to:

- **CLO1**: Demonstrate an understanding of the key debates within the field of the sociology of childhood. Students will learn about these debates in course readings and lectures. Proficiency will be assessed in course quizzes.

- **CLO2**: Understand and apply the sociological theories on childhood and adolescence as discussed in course readings and lectures. Proficiency will be assessed in course quizzes and in the course project.

- **CLO3**: Critically evaluate how social inequalities are woven into and reproduced by cultural and institutional aspects of childhood. Proficiency will be assessed in the course project.

- **CLO4**: Analyze one's own childhood and family experiences through the lens of course theories and concepts. Proficiency will be assessed in class activities and in the course project.

Required Texts/Readings

All required readings will be made available in electronic format (.pdf file or weblink) on the course Canvas page under the “files” link. Course readings will consist of academic journal articles, book chapters, and news articles.

Course Requirements and Assignments

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica.

Your performance in this course will be evaluated based upon weekly quizzes, a course project comprised of several components, and your course participation. These elements will be weighted as follows:

- Quizzes: 40%
- Course Project: 50%
- Course Participation: 10%

**Quizzes**: There will be four quizzes administered online via Canvas over the course of the summer session. These quizzes encourage you to keep up with the reading and they assess your understanding of course material. The quizzes will cover course readings, films, and lectures and will consist of multiple choice, matching, true/false, and short answer questions. You will be given a window of time (~36 hours) during which you must complete each quiz, though you are free to take the quiz at any time during the specified window. Once you begin a quiz, you must complete it during the specified time-limit. There will be no opportunity to make up missed quizzes unless you have received prior approval from the instructor.
Course Project: You may choose one of two options for your course project: a childhood reflection project or a toy research project (detailed descriptions and instructions for both options will be presented in the assignment prompts). The project components, due dates, and grading criteria will be the same regardless of which option you choose. Your project will be completed in stages, which benefits you in two different ways: it breaks a large task into smaller, more manageable pieces and it allows you to get valuable feedback along the way that will help you to improve your final paper. Each project stage/component will make up a portion of your final project grade. Project components include:

a. **Project Data (30% of project grade):** For this component, you will collect, organize, and summarize the data you will analyze for your project. Instructions specific to each project option will be presented in the assignment prompt.

b. **Project Outline (10% of project grade):** In a one to two-page outline, you will detail a plan of analysis for your project paper. This includes the key points that emerged from your collected data and the pieces of supporting evidence (i.e. connections to class readings, films, and concepts) that you will build your paper around.

c. **Project Paper (60% of project grade):** In a five to seven-page paper, you will use course materials and concepts to provide a rich analysis of the data you presented in part (a). Papers will be evaluated on both content (the ideas presented in the paper) and form (the written presentation of these ideas).

Project components and papers will be turned in online to Canvas and are due by the start of class on the dates specified. Late project components will not be accepted for credit unless there is a verifiable medical or family emergency of which I have been notified of before the assignment due date. Additional information about the project components and paper will be presented in class.

Course Participation: This class will require your active participation and engagement. Because I recognize that some people are more comfortable speaking in class than others, the participation component of your grade will reflect several different forms of engagement:

a. **In-class discussions and activities:** You are expected to have your reading done when you come to class and you should be prepared to participate in all in-class discussions and activities.

b. **In-class writing exercises:** There will be occasional brief writing exercises and activities to be completed in-class. These will be scored on completeness and will comprise a portion of your participation grade.

c. **Online participation:** Throughout the course, you will have the opportunity to contribute to online class discussions in the course discussion board on Canvas. In addition to in-class participation, your contributions to these online discussions will comprise a portion of your participation grade. For full credit, you must contribute at least one post per week for the 5 weeks of the session. Your contributions can be either a new post or a response to an existing post or thread. Of course, you are welcome (and encouraged) to contribute more than one post per week!
Grading Information

Final course grades are based on the weighted percentage of points earned and are assigned as follows:

<table>
<thead>
<tr>
<th>Graded Component</th>
<th>Percent of Course Grade</th>
<th>Percentage Grade</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>40%</td>
<td>98-100%</td>
<td>A+</td>
</tr>
<tr>
<td>Course Project</td>
<td></td>
<td>93-97%</td>
<td>A</td>
</tr>
<tr>
<td>Project Data</td>
<td>15%</td>
<td>90-92%</td>
<td>A-</td>
</tr>
<tr>
<td>Project Outline</td>
<td>5%</td>
<td>87-89%</td>
<td>B+</td>
</tr>
<tr>
<td>Project Paper</td>
<td>30%</td>
<td>83-86%</td>
<td>B</td>
</tr>
<tr>
<td>Course Participation</td>
<td>10%</td>
<td>80-82%</td>
<td>B-</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>77-79%</td>
<td>C+</td>
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<tr>
<td></td>
<td></td>
<td>73-76%</td>
<td>C</td>
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<tr>
<td></td>
<td></td>
<td>70-72%</td>
<td>C-</td>
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<td>67-69%</td>
<td>D+</td>
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<td>63-66%</td>
<td>D</td>
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<td></td>
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<td>60-62%</td>
<td>D-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0-59%</td>
<td>F</td>
</tr>
</tbody>
</table>

Course Policies and Expectations

All of us carry responsibilities in this course. As your instructor, it is my responsibility to be prepared when I teach, to share information with you in a clear manner, to direct you to resources which help you fulfill your tasks, to provide you with opportunities to meet outside of class, to provide feedback on your work, and to ensure that the classroom is a space in which each person can learn and share ideas. As the student, it is your responsibility to:

- **Be in class.** Attendance is essential in this class, and it is in your best interest to be in class. If you choose not to attend class, recognize that it is your responsibility, and yours alone, to make up the material covered in your absence.
- **Come to class prepared,** having completed all of the assigned reading. As you read, please make note of any questions that come up for you and bring these to class.
- **Arrive on time.** It is distracting when people arriving late to class. Class begins promptly at the scheduled time.
- **Be respectful.** Please be respectful of the instructor and other students during classroom discussions and refrain from all disruptive classroom behaviors (e.g. side-talk, sleeping).
- **Unplug yourself.** Technology is wonderful, but it can also be a huge distraction. Cell phones need to be silenced during class and should be left inside your bag unless your family responsibilities require you to be reachable. Research shows that taking notes by hand is the most effective method for learning, so I discourage laptops and tablets for note taking.
- **Complete assignments fully and on time.** Make sure that your work is your own.
- **Make wise use of office hours.** Please come to office hours with specific questions about the things you do not understand and/or the places that you are stuck.
• **Recognize when you are struggling and ask for help right away.** I want to help you succeed in this class and so it is important that I know if something is preventing you from doing so. If you wait until the end of the course to tell me that you are having problems, there will be little that either of us can do to help remedy the situation.

• **Understand when you may drop this course.** It is your responsibility to understand when you need to consider dropping a course. Refer to the current semester’s [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at [http://info.sjsu.edu/static/catalog/policies.html](http://info.sjsu.edu/static/catalog/policies.html). Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at [http://www.sjsu.edu/provost/services/academic_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops) is available at [http://www.sjsu.edu/aars/policies/latedrops](http://www.sjsu.edu/aars/policies/latedrops). Students should be aware of the current deadlines and penalties for dropping classes.

• **Inform me of any accommodations needed.** If you have a documented disability and are in need of course adaptations and/or accommodations, please contact me as soon as possible. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) at [http://www.sjsu.edu/aec](http://www.sjsu.edu/aec) to establish a record of their disability. If you think you might or know you will require alternative testing arrangements, you must register with the AEC at the beginning of the semester.

• **Commit to Integrity** As a student in this course (and at this university) you are expected to maintain high degrees of professionalism and integrity both in and out of the classroom. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) 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](http://www.sjsu.edu/studentconduct/). The Student Conduct and Ethical Development website is available at [http://www.sjsu.edu/studentconduct/](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.

• **Obtain consent to make recordings in class.** Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.

• **Agree not to share course materials.** Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without their approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

**University Policies**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at [http://www.sjsu.edu/gup/syllabusinfo/](http://www.sjsu.edu/gup/syllabusinfo/)
# SOCI 178 / Sociology of Childhood, SSII 2018  
## Course Schedule

*NOTE: This schedule is subject to change. All schedule changes will be announced in class and/or on Canvas.*

<table>
<thead>
<tr>
<th>Week</th>
<th>Day &amp; Date</th>
<th>Topics and Readings</th>
<th>Assignments &amp; Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tu 7/9</td>
<td>Course Overview &amp; What is Childhood?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Th 7/11</td>
<td>Theoretical and Historical Perspectives on Childhood</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Tu 7/16</td>
<td>Historical Perspectives on Childhood and Adolescence</td>
<td>Quiz 1</td>
</tr>
<tr>
<td></td>
<td>Th 7/18</td>
<td>The Family and Inequality in Childhood</td>
<td>Project Data due</td>
</tr>
<tr>
<td>3</td>
<td>Tu 7/23</td>
<td>The Social Institutions of Childhood</td>
<td>Quiz 2</td>
</tr>
<tr>
<td></td>
<td>Th 7/25</td>
<td>Global Childhoods</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Tu 7/30</td>
<td>Children’s Consumer and Material Culture</td>
<td>Quiz 3</td>
</tr>
<tr>
<td></td>
<td>Th 8/1</td>
<td>Children’s Material Culture</td>
<td>Project Outline due</td>
</tr>
<tr>
<td>5</td>
<td>Tu 8/6</td>
<td>Peer Cultures in Childhood and Adolescence</td>
<td>Quiz 4</td>
</tr>
<tr>
<td></td>
<td>Th 8/8</td>
<td>Peer Cultures in Childhood and Adolescence &amp; Course Wrap-Up</td>
<td>Project Paper due</td>
</tr>
</tbody>
</table>
Course Readings
Note: Readings are subject to change at the instructor’s discretion. You are also responsible for viewing all films (TBA) shown in class.

THE SOCIOLOGY OF CHILDHOOD

[W1] 7/9: What is childhood?


[W1] 7/11: Theoretical and Historical Perspectives on Childhood


[W2] 7/16: Historical Perspectives on Childhood


[W2] 7/18: The Family and Inequality in Childhood


[W3] 7/25: Global Childhoods

[W4] 7/30: Children’s Consumer and Material Culture


[W4] 8/1: Children’s Material Culture


[W5] 8/6: Peer Cultures in Childhood and Adolescence


[W5] 8/8: Peer Cultures in Childhood and Adolescence


Other reading TBA