***Sociology of Childhood***

**Sociology 211A**

TR 12:40-2:10 p.m.

Room AH318

Fall 2011

Professor Mari Dagaz

Office: 205C Asbury Hall

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Office Hours: MW 9:30-11 a.m. or by appointment

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**Course Description:**

We have all experienced childhood and carry with us many memories – some pleasant, perhaps others that are less than pleasant. Because we have all been through childhood, we may maintain certain conceptions and understandings of this period in the life cycle. This course is designed to take us away from our personal and private views and experiences of childhood and examine childhood from a sociological perspective. This course recognizes and examines childhood as a structural form and children as social agents who contribute to societal reproduction and change through their negotiations with adults and through their creative production of a series of peer cultures with other children. The course considers the relation of childhood to other social forms or institutions and examines children’s participation in and contributions to society historically.

The course will compare the importance of family and peer experiences for children’s social development and the quality of their childhoods. The course also examines how cultural values and social policies in the areas of education, family, and work affect children’s lives**.** We will begin the semester by exploring the meaning of childhood and social thought on children and adolescence followed by a discussion of research methods. We will then explore specific issues surrounding children and adolescents’ lives including peer cultures, media, families, schooling, gender, social class, and race.

**Required Texts:**

**Sternheimer, Karen**. 2010. *Childhood in American Society: A Reader* 1st Edition. Boston: Allyn & Bacon.

**Del Campo, Diana and Robert Del Campo**. 2010. *Taking Sides: Clashing Views in Childhood and Society* 8th Edition. McGraw Hill

**Lareau, Annette**. 2000. *Home Advantage: Social Class and Parental Intervention in Elementary Education..*  Rowman and Littlefield.

**Kozol, Jonathan**. 1992. *Savage Inequalities: Children in America's Schools* Harper Perennial.

**Steinberg, Shirley**. 2011. *Kinderculture: The Corporate Construction of Childhood*. Westview Press.

\*Additional required readings will be made available on Moodle.

**Course Requirements:**

Exams: There will be three short essay exams. The first exam will be given in class on **Thursday,** **September 22nd**; the midterm exam will be given in class on **Thursday, October 27th**; the third exam will be on **Thursday, November 24th**.

Papers\Presentations: You will be required to write two papers over the course of the semester. The first paper will consider preadolescent peer culture and is due on **Thursday,** **October 13th.** The second paper is a collaborative analytical paper with an accompanying debate and is due on **Thursday, December 8th**. Debate teams will be formed and detailed instructions for the paper and debate will be handed out in class on September 27th. In addition, there will be several in-class writing assignments. You must be present to complete the in-class assignments and makeup assignments will not be given except in extreme circumstances. Please see the policy on late/makeup work outlined under course policies.

Class Participation: You are expected to attend every class, arrive at class on time, and come to class prepared and ready to participate actively in the class session. You are expected to have read the texts and used other required materials carefully and comprehensively before the class session. You will be graded on your participation at midterm and again at the end of the semester. Assessment of participation will be based on the quality and regularity of your participation. While there will be course lectures, this class is based heavily on discussion and will allow ample time for all students to participate. Participation means being actively involved in the class and orally communicating your ideas. You must demonstrate that you have read the materials and have listened to others. Discussion does not mean simply waiting for your opportunity to speak, but rather listening carefully and responding in a thoughtful manner to the discussion.

**Course Policies:**

Classroom Etiquette**:**

       Arrive on time and stay for the full class.

       Cell phones and other electronic devices need to be turned off during class.

* Use of laptops will not be allowed during class.

        ***Courtesy:*** Discussions and lectures may involve topics that you find controversial. You will be expected to be respectful toward your classmates regardless of disagreements you may have with a classmate’s ideas.  It is important for all of us to foster an environment that allows for expression of thoughts as well as questioning or critiquing arguments presented by others. I ask that you have an open mind and be willing to use logic and evidence to present your own arguments and in critiquing the arguments of others.

Academic Integrity: All students at DePauw University are bound by the policy on academic integrity. See me immediately if you do not understand your obligations as a student. While discussing course materials and concepts outside of class is certainly appropriate and encouraged, written papers and exams are to be completed without collaboration and should reflect your independent ideas.In addition, appropriate citations must be used when you are drawing ideas from an author or quoting another’s work. Plagiarism with be dealt with according to university policy whether intentional or unintentional. If you are unsure how to appropriately cite other’s work, please see me for assistance.

Special Needs: DePauw University is committed to providing equal access to academic programs and university-administered activities and reasonable modifications/accommodations to students with disabilities in compliance with the Americans with Disabilities Act (ADA) of 1990, as amended in 2008. Any student needing special accommodations due to a disability should contact the Coordinator of Student Disability Services, Pam Roberts, 302 Harrison Hall or call (765) 658-6267.

It is the responsibility of each student to discuss implementation of approved modifications/accommodations with me within one week of the date of receiving a modification/accommodation approval memo or within the first two weeks of the academic semester.

Late Work/Make-up Work: Paper and exam due dates are firm and will only be changed in the event of an extreme emergency. Exceptions will be made if I receive, in advance, an official notification that you will be off campus on university business (e.g., athletic competition) or if I receive proper notification of serious illness such as hospitalization. No other exceptions will be made (this includes faulty alarm clocks, minor illness, job interviews, weddings, cheap plane tickets, etc.). Unexcused late papers will be penalized 5 points for every 24-hour period in which they are late. For both excused and unexcused absences from class, it is your responsibility to find out what you missed from your peers. Please do not ask me for my lecture notes or for a private reenactment of the class.

Security Measures. Please make copies of your paper (hardcopy and electronic). Do not put late papers in my mailbox or under my office door. It is your responsibility to contact me and make arrangements to give me your late work in person.

Grade Calculations: Grades will be calculated based on the following point system.

**PLEASE NOTE: Students must complete all assignments to pass the course. With the exception of in-class writings, missing assignments or exams will result in automatic failure of the course.**

Exam 1 100 points

Exam 2 100 points

Exam 3 100 points

Paper 1 75 points

Paper 2 (100 points)

 Paper 70 points

 Debate 30 points

In-Class writings 75 points

Participation (50 points)

 1st half of semester 25 points

 2nd half of semester 25 points

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Total 600 points

Grading Scale:

558-600 pts.(93.0%-100%): A 438-461 pts. (73.0%-76.9%): C

540-557 pts.(90.0%-92.9%): A- 420-437 pts. (70.0%-72.9%): C-

522-539 pts.(87.0%-89.9%): B+ 402-419 pts. (67.0%-69.9%): D+

498-521 pts.(83.0%-86.9%): B 378-401 pts. (63.0%-66.9%): D

480-497 pts.(80.0%-82.9%): B- 360-377 pts. (60.0%-62.9%): D-

462-479 pts.(77.0%-79.9%): C+ 0-359 pts (Less than 60%): F

How grades are determined (Be certain to use the following explanation of *how* grades are determined when completing work for the course):

A = Work that goes beyond the requirements of the assignment by adding new insight, creativity and/or particularly thoughtful analysis. Demonstrates a comprehensive command of the course material, an exceptional ability to apply concepts to the real world, and a superior ability to organize and express ideas.

B = Work that clearly meets the requirements of the assignment. Demonstrates a solid command of the course material, an ability to apply concepts to the real world with only minor problems, and good organization and expression of ideas.

C = Work that satisfactorily meets the requirements of the assignment. Demonstrates acceptable command of the course material, a basic ability to apply concepts to the real world with some gaps and problems, and moderate skill in the organization and expression of ideas.

D = Work that marginally meets the requirements of the assignment. Demonstrates little command of the course material, minimal attempt to apply concepts to the real world, and limited ability to organize and express ideas.

F = Work that does not meet the requirements of the assignment. Demonstrates no command of the course material, unable to appropriately or consistently apply concepts to the real world, and insufficiently organizes and expresses ideas.

**Schedule:** (subject to change) **\*\* Assigned readings are to be completed *prior* to class on the date listed.**

Aug. 25: Introduction

***Part I: The Sociological Study of Childhood***

Aug. 30: *Historical Views of Childhood and Children*

 **Steinberg**, “Kinderculture: Mediating, Simulacralizing, and Pathologizing the New

 Childhood,” pp. 1-53 in Steinberg.

Sept. 1: **Zelizer**, “From Child Labor to Child Work: Redefining the Economic World of

 Children,” pp. 4-20 in Sternheimer.

 **Heins**, “Minors, Censorship, Sex, and History,’ pp. 21-44 in Sternheimer.

Sept. 6: **Fass and Mason**, “Childhood in America past and Present,” pp. 45-50 in Sternheimer.

 **Buckingham**, “In Search of the Child,” pp. 65-75 in Sternheimer.

 **Sternheimer**, “Kidnapped: Childhood Stolen?” pp. 76-86 in Sternheimer.

Sept. 8: *Theories on Childhood and Children*

**Thorne**, “Re-visioning Women and Social Change: Where Are the Children?,” pp. 90-101 in Sternheimer.

 **Corsaro**, “Children’s Interpretive Reproductions” pp. 102-116 in Sternheimer.

Sept. 13: **Matthews**, “A Window on the ‘New’ Sociology of Childhood,” pp. 117-125 in Sternheimer.

 **Prout and James**, “A New Paradigm for the Sociology of Childhood?,” pp. 126-137 in Sternheimer.

Sept. 15: *Entering and Studying Children’s Peer Culture*

 **Corsaro**, “Yeah, Your Big Bill: Entering Kids’ Culture,” pp. 141-150 in Sternheimer.

Sept. 20: **Fine and Sandstrom**, “Researchers and Kids,” pp. 151-167 in Sternheimer.

 **Wyness**, “Researching Children and Childhood, pp. 168-180 in Sternheimer.

**Sept. 22**: **EXAM ONE**

***Part II: Children’s Peer Cultures***

Sept. 27: *Young Children’s Peer Culture*

 *Debate teams formed, paper and debate instructions distributed.*

 **Corsaro**, “‘We’re Friends, Right?': Children's Use of Access Rituals in a Nursery School,”

 (Moodle)

 **Clark**, “Flight Toward Maturity: The Tooth Fairy and Popular Culture,” pp. 355-364 in

Sternheimer.

Sept. 29: **Van Ausdale and Feagin**, “Using Racial and Ethnic Concepts: The Critical Case of Very Young Children,” pp. 249-265 in Sternheimer.

 **Messner**, “Barbie Girls Versus Sea Monsters: Children Constructing Gender,” pp. 312-328 in Sternheimer.

Oct. 4: *Pre Adolescent Peer Culture*

**Adler and Adler**, “Popularity,” pp. 183-197 in Sternheimer.

 **Milner**, “Exchanges, Labels, and Put Downs,” pp. 198-211 in Sternheimer.

 **Eder**, “Crude Comments and Sexual Scripts,” pp. 212-220 in Sternheimer.

Oct. 6: Film viewing, “Stand By Me”

**Moore**, “The Collaborative Emergence of Race in Children’s Play: A Case of Two Summer

 Camps,” pp. 281-295 in Sternheimer.

 **Thorne**, “Constructing “Opposite Sides”,” pp. 296-311 in Sternheimer.

***Part III: Popular Culture and Consumption***

Oct. 11: **Sorensson & Mitchell**, “Tween-Method and the Politics of Studying Kinderculture,” pp. 153-172 in Steinberg.

 **Giroux & Pollock**, “Is Disney Good for Your Kids? How Corporate Media Shape Youth Identity in the Digital Age,” pp. 73-93 in Steinberg.

 **Mayes-Elma**, “From Miley Merchandising to Pop Princess Peddling: The Hannah

 Montana Phenomenon,” pp. 173-186 in Steinberg.

**Oct. 13**: **Paper 1 Due**

 **Zelizer**, “Kids and Commerce,” pp. 365-380 in Sternheimer.

 **Williams**, “Kids in Toyland,” pp. 381-390 in Sternheimer.

 **Kincheloe**, “McDonald’s, Power, and Children: Ronald McDonald/Ray Kroc Does It All For You,” pp. 219-248 in Steinberg.

Oct. 18, 20 **FALL BREAK**

Oct. 25: **Kelly, Buckingham, and Davies**,“Talking Dirty: Children, Sexual Knowledge, and Television,” pp. 404-417 in Sternheimer.

 **Dimitriadis**, “Hip Hop and Critical Pedagogy: From Tupac to Master P to 50 Cent and Beyond,” pp. 201-218 in Steinberg.

**Oct. 27**: **EXAM TWO**

***Part IV: Social Institutions and Children***

Nov. 1: *Childhood and Families*

 **Gladwell**, “Do Parents Matter?” (Moodle)

 **Valenzuela**, “Gender Roles and Settlement Activities Among Children and Their Immigrant Families,” pp. 221-236 in Sternheimer.

Nov. 3: *Education: Impact of Social Class, Community, and Family*

 **Lareau**, “Home Advantage,” Ch. 1-2 pp. 1-38.

Nov. 8: **Lareau**, “Home Advantage,” Ch. 3-4 pp. 39-82.

Nov 15: **Lareau**, “Home Advantage,” Ch. 5-6 pp. 83-122.

Nov. 17: **Kozol**, “Savage Inequalities,” Ch. 1: “Life on the Mississippi” & Ch. 2 “Other People’s Children,” pp. 7-82.

Nov. 22: **Kozol**, “Savage Inequalities,” Ch. 5: “The Equality of Innocence,” & Ch. 6: “The Dream Deferred, Again, in San Antonio,” pp. 175-234.

**Nov. 24**: **EXAM THREE**

Nov. 29: **Kelly & Emery**, “Children’s Adjustment Following Divorce: Risk and Resilience Perspectives,” (Moodle)

 **Martin**, “Child Sexual Abuse: Preventing Continued Victimization by the Criminal Justice System and Associated Agencies” (Moodle)

**Kitzinger**, “Who Are You Kidding? Children, Power, and the Struggle Against Sexual Abuse,” pp. 421-436 in Sternheimer.

Dec. 1: *Debate*

 Group 1: Does Maternal Employment Have Negative Effects on Children’s Development?

 Group 2: Is Spanking Detrimental to Children?

Dec. 6: *Debate*

Group 3: Are Fathers Really Necessary?

 Group 4: Is Viewing Television Violence Harmful for Children?

Dec. 8: *Debate*

 Group 5:  Is Gay Adoption and Foster Parenting Healthy for Children?

 *Course Wrap up*