

## SOCIOLOGY 153: SOCIOLOGY OF CHILDHOOD

### UC Davis

### 2020 Summer Session 2

Instructor: Abbey Berghaus, M.A.

Office hours: Thursdays 2-4pm & by appointment.

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**Mandatory Discussion: Wednesdays 2:30-3:30pm on Zoom**

### **Course Objectives**

Conversations about childhood are often missing from mainstream sociology, and children are marginalized within sociological research. In this course, we will explore common sociological theories used to understand childhood, focusing on the popular debate as to whether children are passive or active agents in their own upbringing and socialization process. We will examine the history of childhood from medieval times to present day in order to understand how childhood has changed or remained the same. We will also explore children within the context of their families, their schools, and their peer cultures. Finally, we will examine children's experiences with the law and capitalist/consumer culture in Western societies. Students should expect to think critically about their own childhood experiences through the lens of sociological theory and empirical research.

### **Assignments and Grading**

Your final grade will be derived from your level of course engagement and your scores on 6 weekly quizzes, 4 mini-assignments, 2 exams, and 1 research paper:

Assignment:	Percentage of final grade:
Course Engagement	10%
Mini 1: Intro Paragraph	2.5%
Mini 2: Hypothesis and Participants	2.5%
Mini 3: Interview Notes	5%
Mini 4: Paper Outline	5%
Weekly Quizzes x6	15%
Midterm Exam	20%
Final Exam	20%
Research Paper	20%

### **Course Engagement:**

Due to COVID-19, this course will be held entirely online. As someone who took their fair share of online classes in college, I know how easy it is to fall behind on coursework when I am in charge of my own schedule. To encourage active and effective learning, course engagement will account for 10% of your final grade. In order to receive full credit, **you are expected to engage with this course at least twice per week**. You can engage by attending weekly discussions, attending office hours, and posting on the weekly discussion board. If you are unable to attend

discussion or office hours, you can receive full credit for course engagement by posting twice on the weekly discussion board. **If you choose to engage via discussion boards, posts are due every Sunday at 11:59pm.**

***Mini Assignments:***

You will have four mini assignments in this course, accounting for 15% of your final grade. In week one, I will ask you to write a paragraph introducing yourself to me. In weeks 2-4, you will turn in short assignments related to your research paper. Mini assignments are graded for both completion and adherence to instructions. **Mini assignments are due every Tuesday at 11:59pm.**

***Quizzes:***

You will have six quizzes on Canvas, accounting for 15% of your grade in total. Quizzes contain four questions specifically designed to test your knowledge of weekly readings and videos. You will have 10 minutes to complete each quiz. **Quizzes are due every Thursday at 11:59pm.**

***Exams:***

You will have two exams on Canvas. The midterm, due on **August 20 at 11:59pm**, contains a mixture of 30 multiple-choice questions and 3 short-answer questions. You will have 90 minutes to complete this exam. It accounts for 20% of your final grade.

The final exam, due on **September 10 at 11:59pm**, also contains a mixture of multiple-choice questions and short-answer questions. You will have 90 minutes to complete this exam. It accounts for 20% of your final grade.

***Research Paper:***

You will write a research paper, which will account for 25% of your final grade. Your paper should be typed, Times New Roman, 12-point font, with 1" margins. Papers must be a minimum of 5-full pages and a maximum of 7-full pages. The research paper is due during week 5 on **September 3 at 11:59pm**. Please view the Paper Guidelines in the Files tab on Canvas.

**Course Policies**

***Accommodations:***

If you have any documented educational needs, please let me know during the first week of instruction so that I can do my part to ensure you are able to safely and comfortably participate in this course. If you think you may qualify for academic accommodations, please contact the Student Disability Center ([sdc@ucdavis.edu](mailto:sdc@ucdavis.edu)) for more information on how to obtain appropriate documentation. If you feel that any of my lectures or assignments are inaccessible, please let me know and I will be sure to make the necessary adjustments.

***Late Work:***

**All exams and assignments are due at 11:59 on their due date, and late submissions will not be permitted.** If you anticipate that you will not be able to submit an assignment on time, please contact me 48 hours

before the assignment is due so that I can consider granting you an exception.

***Contesting  
a Grade:***

Grade contestations must adhere to the 24/7 rule. You are required to wait 24-hours before contesting any grade. You have only one week to contest your grade, after which you must accept the initial grade. In order to contest a grade, please email me a detailed explanation as to why you believe you earned a better grade. Include quotations from the syllabus, course videos, and readings in order to bolster your claim. Keep in mind that if you ask me to regrade an assignment, I may give you a lower grade if I feel that certain issues were missed during the initial grading process.

***Missing  
Discussion:***

Attending discussion is an important part of your course engagement. Discussions provide a place for us to connect and solidify our understanding of the course material. However, I recognize that some of you may have technical difficulties or other concerns that prevent you from participating in discussion. All discussions will be recorded and uploaded to Canvas, and you are responsible for knowing any material covered during these meetings.

***Discussion  
Behavior:***

During discussions, you will be asked to turn on your camera and microphone at various points. I ask that you please be respectful to your classmates during this time. I encourage you to voice your disagreements, but please do so courteously. Also, keep in mind that **sharing video recordings of Zoom meetings without the consent of all participants is prohibited and considered punishable by the University's Office of Student Judicial Affairs.**

***Plagiarism  
& Cheating:***

Plagiarism and cheating will not be tolerated in this course. Any students suspected of plagiarizing or cheating will be turned into the Office of Student Judicial Affairs. UC Davis defines plagiarism as “taking credit for any work created by another person,” “copying any work belonging to another person without indicating that the information is copied and properly citing the source of the work,” “using another person’s presentation of ideas without putting such work in your own words or form and/or failing to provide proper citation,” “creating false citations that do not correspond to the information you have used,” and “representing your previous work as if it is new work.” **Please keep in mind that sharing quiz or exam questions online is considered plagiarism and cheating, even if you upload these questions after the course is over.**

**Course Schedule:**

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**WEEK 1: Historical Views of Childhood** (August 3 – August 6)

**Videos**

- Intro to Course (Canvas, X minutes)
- Historical Views of Childhood (Canvas, 25:50 minutes)

**Required Readings**

- Syllabus (Canvas, 5 pages)
- Zelizer, Viviana. 1985. "From Useful to Useless: Moral Conflict Over Child Labor." Chapter 2 in *Pricing the Priceless Child*. (Canvas, 9 pages)
- Diptee, Audra and David Trotman. 2014. "Atlantic Childhood and Youth in Global Context: Reflections on the Global South." *Atlantic Studies* 11(4): 437-448. (Canvas, 11 pages)

**Assignments**

- Mini 1: Intro Paragraph (due Tuesday at 11:59pm)
  - Quiz #1 (due Thursday at 11:59pm)
  - Week 1 Discussion Board (due Sunday at 11:59pm)
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**WEEK 2: Theories of Childhood** (August 10 – August 13)

**Videos**

- Theories of Childhood (Canvas, 18:51 minutes)
- [Piaget's Theory of Cognitive Development](#) (Youtube, 6:55 minutes)
- [Piaget's Conservation of Mass Experiment](#) (Youtube, 9:46 minutes)
- [Quick Explanation of Interpretive Reproduction](#) (Youtube, 1:35 minutes)

**Required Readings**

- Mathews, Sarah. 2007. "A Window on the 'New' Sociology of Childhood." *Sociology Compass* 1(1): 322-334. (Canvas, 12 pages)
- Paper Guidelines (Canvas, 2 pages)

**Assignments**

- Mini 2: Hypothesis & Participants
  - Quiz #2 (due Thursday at 11:59pm)
  - Week 2 Discussion Board (due Sunday at 11:59pm)
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**WEEK 3: Children & Families** (August 17 – August 20)

**Videos**

- Children and their Families (Canvas, 19:57 minutes)
- [Unequal Childhoods: Annette Lareau](#) (Youtube, 5:55 minutes)

**Required Readings**

- Lareau, Annette. 2002. "Invisible Inequality: Social Class and Childrearing in Black Families and White Families." *American Sociological Review* 67(5): 747-776. (Canvas, 29 pages)
- [Angier, Natalie. 2013. "The Changing American Family." \*The New York Times\*. June 2013.](#)

**Assignments**

- Mini 3: Research Notes (due Tuesday at 11:59pm)
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- Quiz #3 (due Thursday at 11:59pm)
  - Midterm Exam (due Thursday at 11:59pm)
  - Week 3 Discussion Board (due Sunday at 11:59pm)
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**WEEK 4: Children at School & with Peers** (August 24 – August 27)

**Videos**

- Children at School (Canvas, 19:22 minutes)
- [Schools & Social Inequality](#) (Youtube, 11:26 minutes)

**Required Readings**

- Corsaro, William and Donna Eder. 1990. "Children's Peer Cultures." *Annual Review of Sociology* 16: 196-220. (Canvas, 24 pages)
- Rudd, Tom. 2014. "Racial Disproportionality in School Discipline: Implicit Bias is Heavily Implicated." *Kirwan Institute Issue Brief*. (Canvas, 8 pages)

**Assignments**

- Mini 4: Paper Outline (due Tuesday at 11:59pm)
  - Quiz #4 (due Thursday at 11:59pm)
  - Week 4 Discussion Board (due Sunday at 11:59pm)
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**WEEK 5: Children & the Law** (August 31 – September 4)

**Videos**

- Children and the Law (Canvas, 14:08 minutes)
- [PBS Frontline "When Kids Get Life" short clip](#) (Youtube, 9:49 minutes)
  - CONTENT WARNING: mentions of physical abuse, sexual abuse, self-harm

**Required Podcasts**

- [NPR. 2011. "Native Foster Care: Lost Children, Shattered Families." \*All Things Considered\*](#) (NPR.org, 22:47 minutes)
  - Note: the transcript is available on the webpage if you prefer to read it

**Required Readings**

- McNamee, Sally. 2016. "Childhood, Rights, and Citizenship." Pp. 59-74 in *The Social Study of Childhood*. (Canvas, 15 pages)
- Brook, Pete. 2012. "Uncompromising Photos Expose Juvenile Detention in America." *WIRED*. (<https://www.wired.com/2012/04/photog-hopes-to-effect-policy-with-survey-of-juvenile-lock-ups/>).

**Assignments**

- Quiz #5 (due Thursday at 11:59pm)
  - Research Paper (due Thursday at 11:59pm)
  - Week 5 Discussion Board (due Sunday at 11:59pm)
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**WEEK 6: Childhood Leisure & Consumerism** (September 7 – September 10)

**Videos**

- Children at Leisure (Canvas, 16:26 minutes)
- [Beyond the Blue and Pink Toy Divide](#) (Youtube, 16:49 minutes)

**Required Readings**

- Baker-Sperry, Lori. 2007. "The Production of Meaning through Peer Interaction: Children and Walt Disney's Cinderella." *Sex Roles* 56(11-12): 717-727. (Canvas, 11 pages)
  - Chin, Elizabeth. 1999. "Ethnically Correct Dolls: Toying with the Race Industry." *American Anthropologist* 101(2):305-321. (Chin, 17 pages)
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**Assignments**

- Quiz #6 (due Thursday at 11:59pm)
  - Final Exam (due Thursday at 11:59pm)
  - Week 6 Discussion Board (due THURSDAY at 11:59pm)
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