

SOCIOLOGY OF CHILDREN AND YOUTH

SOC 150

Fall 2010

Bellevue College

Instructor: Denise Johnson
Email: denise.johnson@bellevuecollege.edu
(when emailing me, please put "SOC 150"
in the subject line)
Office Phone: (425) 564-5143
Office Hours: Daily 9:30-10:30am
Office Location: D110K
Class Meets: Daily, 11:30-12:20
Class Location: R204



COURSE INTRODUCTION

This is an introductory-level course that applies fundamental sociological principles and concepts to the experiences of being a young person in America. The Sociology of Children and Youth is far too large a field to thoroughly cover in eleven weeks. As a result, we will focus primarily on the following sociological questions:

How do we become who we are?

What is the role of our families, our schools and friends, and the media in shaping us?

Why and how do children's lives differ from one another?

What are the challenges of being a young person, and how do young people negotiate those challenges?

In what ways do youth exert their power?

We can all remember life as a child – the joys, thrills, pains, and fears. For some, childhood remains a place of comforting and warm memories; yet for others, it was a time of upheaval, pain, and anxiety. Regardless of how we look back at our childhoods, the simple act of being a child in an adult-dominated world is a huge challenge. How does a child become a unique human being when those around her are almost constantly telling her how to act and what to think? How can a child have any say at all when the society grants him little power? Throughout the quarter, we will examine the tension between being a young person who wants to assert control over his/her own life and living in a society that won't quite allow it.

LEARNING ATMOSPHERE

I believe that students learn best when they are actively involved in the teaching and learning process. Thus, this is an *active, interactive* course where you will often *learn by doing*. You are expected to observe the world, read, write, discuss, and participate. I think of our class as a "collaborative learning community" where we all teach and learn from each other. Every time you make a comment or ask a question, you teach something to the rest of us. I challenge you to abandon the traditional passive student role and to get involved with teaching and learning – I think you'll enjoy it and learn a lot in the process!

Welcome to our class! I'm very much looking forward to working with you. I absolutely love sociology and hopefully by the end of the quarter you will love it too. If I do my job well, you should come to look at the world in a different way. Most of the time, this increased awareness is invigorating and exciting for students, but sometimes, it can be stressful. Regardless, I hope you will take these "lessons learned" with you on your future endeavors. I strongly believe that sociology has practical and potentially life changing lessons for us all.

A note about course content: Since sociologists examine just about every aspect of the social world, we sometimes talk about provocative material in class. Please be advised that, when we explore controversial topics, they will always be framed within an academic context. You are free to leave the room at any time, but please know that you will be responsible for any course material you may have missed while you were gone. If you have any questions or concerns about course content or climate, don't hesitate to let me know.

A note about instructor availability: I have noticed that, sometimes, students have unreasonable expectations about their Instructor's availability. Please be aware that I am not available 24-hours a day. In general, I am in my office for a couple of hours in the morning (before my classes), and I always check my email a few times a day. As a result, you will rarely be able to reach me by phone or by email in the evenings or on the weekends. I am, obviously, an active member of this course, but I do my coursework during the week, during daytime business hours. *Thus, please do not send to me late-night or weekend emails expecting an immediate response.* Thank you in advance for your understanding and consideration.

COURSE LEARNING OUTCOMES

After completing the course, the successful student will be able to:

- Question the obvious;
- Explain the changing societal definitions of "childhood," "adolescence," and "youth";
- Describe the various methods of studying children and teens as well as the research limitations and ethical concerns;
- Illustrate the major agents of socialization in contemporary American society;
- Identify the stages of identity development and the crucial role gender and race play in identity development;
- Critically analyze the larger political, economic, and social forces that affect youth;
- Identify some of the ways in which race, class, and gender differentially impact children and adolescents;
- Explain the basic versions of subcultural theory;
- Generally describe the history of childhood and the development of teen subcultures;
- Better understand the major social problems affecting children and youth today;
- Think about the world from a sociological perspective; and
- Apply the sociological imagination to concrete social phenomena.

REQUIRED TEXTS

Texts: Lareau, A. "Unequal Childhoods: Class, Race, and Family Life" (*an award-winning piece of qualitative research that examines how a child's economic background affects his/her experiences*)
 Pascoe, C.J. "Dude, You're a Fag: Masculinity and Sexuality in High School" (*a popular book about the pressure high schools boys face trying to "prove" their masculinity to others*)
 Tatum, B. "Why Are All the Black Kids Sitting Together in the Cafeteria?" (*a 'modern classic' by a famous psychologist that describes how one's race affects identity and outlook on the world*)
 Additional readings are posted on the course website

COURSE REQUIREMENTS AND EXPECTATIONS

The following outlines what you may expect of me as your instructor:

- *A sincere effort to help you learn the course material.* Since my ultimate goal is to help you learn and succeed, I intend to spend enough time and effort on class preparation to make the material as understandable and as interesting as I possibly can. I will not simply "regurgitate" the material from the readings, but rather, I will help you synthesize them. This means that class time will not be solely lecture – we will have interesting discussions, watch films, and engage in a wide variety of activities. I am a big believer that a variety of teaching styles/approaches helps you learn more.

- *Accessibility.* I agree to be available to you outside of class should you desire help. I encourage you to come to my office hours whenever you have a question or concern. I am more than happy to help. If my office hours are not convenient for you, we can schedule an appointment that fits your schedule.
- *Attention.* When you are speaking, you will have my undivided attention.
- *Fairness.* Your grade will be based upon what I detect that you have learned and how I assess your performance. It is your job to clearly communicate to me that you understand the material. I will not negotiate final grades.

The following outlines what I expect from you as a student in this class:

- *A sincere effort to learn the course material.* When participating in discussions and when writing assignments/papers, your comments should indicate to me that you have read and understand the course material. Some students wrongly assume that they can simply "wing it" in this class and still receive a high grade.
- *Preparation.* You should come to class having done the assigned readings and homework, and you should always bring the proper supplies with you. On seminar days, you should bring the readings. Note that the BCC guideline for homework is two hours outside of class for each hour spent in class.
- *Attendance.* Please attend all class sessions – your presence in class contributes significantly toward your final grade in the course as I cover a lot of material in class that cannot be found in the readings. If you do need to miss class, please note that you will not be able to make up any in-class work that you may have missed (such as group work), and you are also responsible for any and all work that is due at the class meeting immediately upon your return. This means that being absent does not grant you an extension on anything. I highly recommend that you get the names and contact information of one or two of your classmates so you can contact them for any assignments or notes you may have missed while absent.
- *Promptness.* You should be in class on time except when delayed by an emergency, and you should stay until class is over unless you become ill or have made arrangements with me to leave early. Furthermore, you should comply with all due dates. I believe that one of the major lessons students take away from college is the importance of meeting deadlines. As a result, **no late work will be accepted.** Late work will receive a **zero** grade. Please do not ask me if I will accept your work late...I won't. If you know you are going to be absent on the day an assignment is due, then turn it in early. **Being absent on the day something is due does NOT grant you an automatic extension (even if you were absent on the day it was assigned).** Major due dates are indicated on the attached Course Calendar, so plan ahead.



NOTE: I do not accept assignments via email. It is your responsibility to get the work to me in class when it is due.

- *Contribution.* Learning about each other's experiences and perspectives is an integral part of the learning process in this course. I believe that you will learn a lot about yourself and your fellow classmates. To work effectively in this course, therefore, you are expected to be an active participant in our learning environment. You should do your best to contribute to class discussions and activities. Please be advised that your grade will suffer if you do not participate and contribute to the intellectual life of our class.

- **Respect and tolerance.** Since learning about diverse experiences is central to this course, it is of the utmost importance that you respect your classmates' experiences, differences, and opinions. Disrespectful attitudes will not be tolerated.
- **Honesty.** This means no cheating, and no plagiarism. If you cheat/plagiarize, you fail. No excuses will be taken into account. Your work must be your own, except when asked to work with other students. Furthermore, you are required to acknowledge in your papers if you have borrowed any ideas, terms, or phrases, even if you have borrowed from a classmate. Please do not copy and paste material from wikipedia or any other website into your assignments, as this is a severe form of cheating (that is very easy to catch, by the way). ***In this class, your assignments should be grounded in the textbook (rather than web resources, which are often wrong!). This means that you should NOT do internet research in this class – all you need can be found in the course textbook and supplementary readings.*** If you have any hesitation, or if you are in doubt about one of these issues, feel free to ask me.

GRADING

Grades are based on five factors: (1) exams, (2) quizzes, (3) seminar, (4) fieldwork paper, (5) homework assignments, and (6) class participation. Each of these elements is awarded a specific number of points:

Exams (2 @ 250pts each)	500 points (50% of final grade)
Quizzes (9 @ 10pts each)	90 points (9% of final grade)
Seminar (8 @ 20pts each)	160 points (16% of final grade)
Fieldwork paper	100 points (10% of final grade)
Homework	100 points (10% of final grade)
<u>Participation</u>	<u>50 points (5% of final grade)</u>
TOTAL	1000 points

The following are the letter-grade equivalents to the course points:

Course Grade	Point Total	Course Grade	Point Total
A	= 930-1,000 points	C+	= 770-799 points
A-	= 900-929 points	C	= 730-769 points
B+	= 870-899 points	C-	= 700-729 points
B	= 830-869 points	D+	= 670-699 points
B-	= 800-829 points	D	= 600-669 points
		F	= 0-599 points

Exams: Two exams are given over the course of the quarter. Exams *may* consist of multiple choice, true/false, short answer, and/or essay questions. You are encouraged to study with your classmates for each exam. **Please note that I do not give make-up exams.** If you are absent on the day of an exam, you will receive a zero grade. Please review the attached Course Calendar and make note of the exam dates. Plan ahead!

Quizzes: Each week, I will give a short quiz on the reading materials. Quizzes will be held at the beginning of class, so if you come in late, you will miss the quiz and receive a **zero** grade. You are permitted to miss one quiz without consequence to your grade (I drop the lowest score). Quizzes will typically be short answer, although I may throw in a multiple choice question once in a while. The purpose of these quizzes is to ensure that you have done the readings and understand them on a basic level. My rationale for this is that I think our time in class will be much more productive, and you'll learn more, if you've done the readings ahead of time.

Seminar: We will have nine seminars over the course of the quarter; you are permitted to miss one seminar without consequence to your grade (I drop the lowest score). (NOTE: If you do not miss any seminars, your lowest score will count as extra credit!)

Seminar involves discussing a specific reading and completing a brief assignment independently AND another one in small groups in order to reach deeper levels of learning. Early in the quarter, I will assign students

randomly to groups. This will be your quarter-long Seminar Group (although I reserve the right to re-assign groups at any time, particularly if a group has become dysfunctional). Each week, you will work in this group, having discussions with your group members and completing a brief group assignment with them.

If you look at the Course Calendar, you will see that there is a Seminar due each week (with the exception of the first and eleventh weeks of the quarter). On Seminar day, it is crucial that you come to class prepared. You will need to complete the reading ahead of time and bring a brief assignment to each seminar. (NOTE: I will not accept assignments that are not typed.)

Each INDEPENDENT seminar assignment (that you bring with you to class on Seminar day) should include the following:

- a statement of what you think the article's main claim/conclusion is (in your own words); in other words, what is the thesis of the article, and what is the author CONCLUDING about the topic? (Oftentimes, the title of the article is a big hint about the conclusion/thesis!) Please note that a thesis is NOT the same as the topic of the article, but rather, a thesis is an ARGUABLE CLAIM that the author is making.
- 3-4 central questions that you have about the article that you would like to talk about with your classmates (the questions should be thought-provoking, not "What did you think about the article?" and "What is the author saying?").
- Seminar assignments should NOT include your opinion about the article (you will have plenty of time to talk about that during seminar!).

In class on seminar days, you will break into your assigned groups and come to an agreement about what the thesis of the article is. Your group will write your agreed-upon thesis on a piece of paper, and then begin talking about your discussion questions. After your discussion ends, your group will staple your individual seminar assignments to the sheet of paper that contains your agreed-upon thesis, and you'll CIRCLE the best three discussion-questions (that is, the three questions that were the most thought- and discussion-provoking for you all).

I grade seminar in the following manner:

I review your group's agreed-upon thesis and assign it a grade (for example, 20 out of 20). I then look at my notes from class and check to see who contributed to discussion in a meaningful way. Those students will receive the highest grade in the group (in this example, they'd receive 20s). Students who participate a little might receive 15s, and those who don't participate at all would receive even less. Students who do not submit individual assignments (stapled in the packet) receive a **zero** grade. This means that not all seminar group members automatically receive the same grade – students who participate less receive lowered grades.

Seminar: 8 @ 20pts each = 160 points

Fieldwork: You are required to complete a fieldwork project of your choice. (The due dates vary depending upon the assignment you select.) Each activity requires you to make observations about some social aspect of youth, and then write a brief paper about what you learned. Descriptions of the fieldwork exercises are attached. Fieldwork papers are about 3 pages long. Please remember: I will not accept late work, so plan ahead. Specific information about paper format, including citation style, will be distributed early in the quarter.

Homework Assignments: You will complete several homework assignments throughout the quarter that require you to reflect on the course material and/or observe the social world. You should do your best to address every assignment thoughtfully, clearly, and completely. Homework will be graded not only on completeness (Did you adequately address all the components of the assignment?), but also thoughtfulness (Does your assignment show that you thought hard about the topic, or did you give the topic just a little superficial attention?). Homework assignments vary in length - some may be a paragraph long, others will be 1-2 pages (usually typed and double-spaced). Please note that I will not accept late homework, so homework that is not handed in on time will receive a **zero** grade. Additionally, I will not accept homework that isn't typed (unless I've specifically mentioned that it can be handwritten). Some homework assignments are described in the attached Course Calendar, and others will be announced during class.

Participation: Participation is essential to the format of this class and will therefore contribute significantly toward your grade. In short, your success in this class depends on your *active* participation. “Participation” includes attendance, class discussions, group work, and independent in-class assignments. As a result, if you skip class or disrupt class by coming in late regularly or whispering, then your participation grade will suffer. Conversely, if you contribute to class discussions and add important insights, your grade will benefit. *Do not take this portion of your grade lightly – excellent attendance and participation can significantly improve your final grade!*

Students with Disabilities. All students are responsible for all requirements of the class, but the way they meet these requirements may vary. If you need specific academic accommodations due to a disability, please speak with me and with Disability Resource Center (564-2498). You will need to obtain the appropriate documentation from DRC in room B233. The disability accommodation documentation must be given to me before it is needed rather than afterward, so that we can make appropriate arrangements.

FIELDWORK ASSIGNMENTS

For your fieldwork, you should complete ONE of the following assignments.

FIELDWORK OPTION A: *Analysis of Children's Game Playing*

Go to a location where you can publicly observe children playing (e.g. playgrounds). Do not go to a school, however. Be sure that it is a location where there are plenty of children! (A dozen children or more is a good amount.) Observe children at play on at least two different occasions for 1 hour each and take detailed notes on their game-playing activities. You should address the following questions at a minimum:

- What kinds of games are the children playing?
- Do the boys and girls play together? If so, to what extent?
- Are there any differences in the games boys play and the games girls play? (e.g. type of games, free play vs. structured activities, reactions to winning and losing)
- What examples do you see of children socializing each other? In other words, do you see them teaching each other how to behave, how to play, etc.?
- What is the "hidden curriculum" of these games? In other words, what lessons or messages do you think the children learn as they play these games? (e.g. lessons they receive about respect for authority, obedience, and success/failure, etc.)
- How do these games reflect our larger society's cultural beliefs, attitudes, and/or values?
- And finally, speculate on how playing these games might affect the ways girls and boys will behave in the future.

In your paper, be sure to explain what location(s) you visited, as well as the general patterns to the questions above. Also, provide specific examples of games or activities to help illustrate your descriptions. Equally important, you need to explain how your findings relate to the topics discussed in class. Your paper should be no longer than 3 typed pages. Turn in your detailed fieldnotes along with your paper (Your fieldnotes are graded!). **If you choose this assignment, it is due on Monday, October 11th, at the beginning of class.**

FIELDWORK OPTION B: *Race and Ethnicity in Children's Cartoons*

Watch a sample of children's television cartoons that feature human characters (you should watch at least 2 hours of cartoons) and systematically keep track of race/ethnicity in the cartoons. You will actually have to watch cartoons and take notes for this assignment – do not rely upon your memory of these shows. If you rely on your memory, you will miss a great deal. You will also need to be sure to limit your observations to children's cartoons with human characters on television ("The Simpsons," "Family Guy," and "South Park" don't count since those are for adults, "Mickey Mouse Clubhouse" and "Miffy" don't count because those feature all animals, and "Toy Story" and "Beauty and the Beast" don't count because those are feature-length movies!).

As you view the cartoons, you should take notes on the following:

- How many characters of each race/ethnicity were portrayed? (It's a good idea to keep an ongoing tally for each cartoon you watch.)
- How important were the different characters to the plot/storyline?
- Are there overall differences in the attitudes or behaviors of the characters of different races? Do they engage in different or similar types of activities?
- How were the characters portrayed – positively or negatively? Are racial minorities (if you come across any) presented in a way that serves to reinforce or combat traditional stereotypes?

In your paper, be sure to explain what cartoons you viewed, as well as the general patterns to the questions above. You will probably not want to discuss each cartoon separately, but rather, combine the data together to do an overall analysis of the entire body of cartoon characters. (Ask me if you need clarification or help with this.) You should provide specific examples of characters or events to help illustrate your descriptions when appropriate. Also in your paper, you will need to discuss the following questions:

- Do the cartoons you watched present a racially and ethnically diverse world?
- How do these cartoons socialize children about race? (Remember, socialization happens both consciously and unconsciously, so they are certainly learning something about race!) In other words, what messages or lessons about race/ethnicity are children going to take with them after watching

these cartoons? How might watching these cartoons affect the ways boys and girls behave in the future?

And finally, you need to explain in your paper how your findings relate to the topics discussed in the readings and in class. Your paper should be no longer than 3 typed pages. Turn in your detailed fieldnotes along with your paper (Your fieldnotes are graded!). **If you choose this assignment, it is due on Monday, November 8th, at the beginning of class.**

FIELDWORK OPTION C: *Gender in a Children's Toy Store*

Go to a local toy store to gather data. Walk through the aisles, observing boys' and girls' toys and games. Take detailed notes about the following (your notes will be graded!):

- Can you detect a boys' section and a girls' section? How do you know which is which?
- How do the toys in the boys' section and girls' section differ? (Pay attention to the number of toys, types of toys, content of the games, etc.) Take very detailed notes!
- How are the toys in the boys' section and girls' section similar? Take very detailed notes!
- What sorts of interactions with other children do the boys' and girls' toys encourage? (For example, competition or cooperation? Independence or dependence? Emotional intimacy or distance?)
- Which toys (boys', girls', or both) are designed for active play? Which seem to encourage passive play?
- What sorts of cultural values do the boys' and girls' toys encourage?
- For what sorts of adult roles do the boys' and girls' toys prepare children?

In your paper, be sure to explain what store(s) you visited, as well as the general patterns to the questions above. Also, provide specific examples of toys or games to help illustrate your descriptions. Equally important, you need to explain how your findings relate to the topics discussed in the readings and in class. Your paper should be no longer than 3 typed pages. Turn in your detailed fieldnotes along with your paper. **If you choose this assignment, it is due on Monday, November 15th, at the beginning of class.**

FIELDWORK OPTION D: *Teenagers in the Movies*

Analyze a movie that features teenagers in an important role. You will examine how gender, sexuality, and race/ethnicity are presented in the film. You will also examine the relationship between teens and adults in the film. The goal is for you to see how the films we watch present the behavior and characteristics of teens. Most importantly, you will need to think critically – that is, you must attempt to set aside your own assumptions (and/or prejudices) and attempt to objectively observe how the teens are actually portrayed.

For this assignment, rent and watch one of the following films (if you'd like to analyze a film not on this list, you must have it approved by me prior to completing the assignment):

American Beauty; American Pie; The Breakfast Club; A Clockwork Orange; Dazed and Confused; Donnie Darko; Fast Times at Ridgemont High; Ferris Bueller's Day Off; Freaky Friday; Hard Candy; The Incredible Story of Two Girls in Love; Juno; Kids; Mean Girls; Mr. Woodcock; Napoleon Dynamite; The Outsiders; Quinceañera; Risky Business; Save the Last Dance; Sixteen Candles; The Virgin Suicides

You must actually watch the movie for this assignment, even if you have seen it before. You will miss a great deal if you simply rely upon your memory. As you watch the film, you should take note on the following:

- How are teenaged boys and girls presented in the film? Are there overall differences in their characters, attitudes, or behaviors? Do the females and males engage in different types of activities?
- What are the gender roles in the film? (Be specific! Provide examples.) Are they presented in a way that serves to reinforce or combat traditional stereotypes?
- How do the different sexes view and treat each other in the films?
- How do members of each sex view and treat other members of their own sex?
- How is sexuality presented in the film? Is it the same for boys and girls?
- Is the sexuality in the film predominately heterosexual, bisexual, homosexual? Do you see homophobia in the film?
- What kind of racial/ethnic diversity is there in the film? (Make a specific count tally of the characters!)
- How are adults presented in the film, and what is the relationship like between teens and adults?

[More INFORMATION about this project on next page]

I do not expect you to discuss every character or event in the movie. Select those that are important to the plots or that strike you as interesting for a discussion.

In your paper, you should describe your responses to the questions above and relate them to the course readings and themes. Your paper should be about 3 typed pages. Turn in your paper, along with your observation notes (your notes are graded!). **If you choose this assignment, it is due on Monday, November 29th, at the beginning of class.**

COURSE CALENDAR

The following Course Calendar will be revised as needed. Please note that you will be held responsible for all revisions to the calendar. So, if you miss a class, be sure to immediately check with me regarding any changes. You should make every effort to complete the readings in the order listed.

WEEK ONE - Introduction to the Course and to the Field

Readings and Assignments:

- Read syllabus and make sure you understand it
- Read Chaput Waksler "The Little Trials of Childhood" pp1-36 (on website)
- Read Davis' "Extreme Isolation" (on WEBSITE)
- Read Gracey "Learning the Student Role: Kindergarten as Academic Bootcamp" (on WEBSITE)
- **QUIZ FRIDAY (on all week 1 readings)**
- **DUE FRIDAY: Homework**
Based on your recollection, discuss what was hard about being a child (in general). Why was it hard? You should write about a page (typed). NOTE: You should write about only those things you are comfortable revealing.

WEEK TWO – Becoming: Socialization and Identity

Readings and Assignments:

- Read Lareau "Unequal Childhoods" pp1-103
- **QUIZ WEDNESDAY on Lareau (pp1-103)**
- **SEMINAR FRIDAY on Lareau (pp1-103)**

WEEK THREE – Becoming: Socialization and Social Class

Readings and Assignments:

- Read Lareau "Unequal Childhoods" pp105-160
- **QUIZ MONDAY on Lareau pp105-160**
- **DUE THURSDAY: Homework**
Based on the parenting styles described in Lareau's "Unequal Childhoods" article ("concerted cultivation" versus "accomplishment of natural growth"), which type do you think you had as a child? How do you think this may have affected you as an adult? Explain in a paragraph or so (typed).
- **SEMINAR FRIDAY on Lareau pp105-160**



WEEK FOUR – Constructing Social Class

Readings and Assignments:

- **Due Monday: Fieldwork Option "A"**
- Read Lareau "Unequal Childhoods" pp161-257
- **QUIZ MONDAY on Lareau pp161-257**
- **SEMINAR TUESDAY on Lareau pp161-257**

WEEK FIVE – Becoming: Socialization and Race

Readings and Assignments:

- Read Tatum “Why Are All the Black Kids Sitting Together in the Cafeteria?” pp1-28
- **QUIZ TUESDAY on Tatum pp1-28**
- **SEMINAR WEDNESDAY on Tatum pp1-28**

WEEK SIX – Constructing Race and Ethnicity

Readings and Assignments: **NOTE: No class on Wednesday, October 27th**

- **MONDAY: EXAM #1**
- Read Tatum “Why Are All the Black Kids Sitting Together in the Cafeteria?” pp31-128
- **QUIZ THURSDAY on Tatum pp31-128**
- **SEMINAR FRIDAY on Tatum pp31-128**

WEEK SEVEN – Constructing Race and Ethnicity

Readings and Assignments:

- Read Tatum’s “Why Are All the Black Kids Sitting Together in the Cafeteria?” pp131-219
- **QUIZ MONDAY on Tatum pp131-219**
- **SEMINAR TUESDAY on Tatum pp131-219**
- **Homework: Due Friday**
Think about the role of race in your childhood (keeping in mind that you may very well have not been conscious of race or the role of race at the time!). Describe the racial makeup of your elementary, middle, and high schools. Describe the racial makeup of your childhood neighborhood(s). What races were your friends? Were you around primarily people of the same race as you, or were you primarily around people of a different race? What races were the characters in the shows/movies you watched and the books you read? How did all of these experiences affect you? (NOTE: You are not allowed to say “they didn’t affect me,” because as sociologists well know, EVERYTHING affects you in one way or another!)



WEEK EIGHT – Becoming: Socialization and Gender

Readings and Assignments: **NOTE: No class on Thursday, November 11th**

- **Due Monday: Fieldwork Option “B”**
- Read Pascoe “Dude, You’re a Fag” pp1-51
- **QUIZ TUESDAY on Pascoe pp1-51**
- **SEMINAR WEDNESDAY on Pascoe pp1-51**
- **Homework: Due Friday**
Consider how your childhood would have been different if you had been born the other sex. Write a page or two (typed), in which you reflect on myriad issues: the toys you would have played with, the clothes you would have worn, the activities (organized and unorganized) you would have engaged in, your experiences at school and at home, etc. How do you think these socialization differences would have affected how you view yourself? How would these experiences affect your relationships with others? Would you be the same person you are today, or not? Explain.

WEEK NINE – Constructing Sexuality

Readings and Assignments:

- **Due Monday: Fieldwork Option “C”**
- Read Pascoe “Dude, You’re a Fag” pp52-114
- **QUIZ MONDAY on Pascoe pp52-114**
- **SEMINAR TUESDAY on Pascoe pp52-114**

WEEK TEN – Sexuality and Teen Representation

Readings and Assignments: **NOTE: No class on Thursday and Friday, November 27th and 28th**

- Read Pascoe pp115-155
- **SEMINAR MONDAY on Pascoe pp115-155**

WEEK ELEVEN – Social Problems of Youth

Readings and Assignments:

- **Due Monday: Fieldwork Option “D”**
- **DUE MONDAY: Homework**
Identify a social problem that you think is affecting youth today. Find a news article about the problem, and bring it to class. In a paragraph or two (typed), answer the following: Why do you think this is an important problem for youth? Has our society dealt with this problem adequately? Why/why not? What do you think can be done about the problem?
- Read Hesse-Biber “Becoming a Certain Body” (on WEBSITE)
- Read Merten’s “The Meaning of Meanness: Popularity, Competition, and Conflict Among Junior High School Girls” (on WEBSITE)
- Read White’s “Fast Girls: Teenage Tribes and the Myth of the Slut” (on WEBSITE)
- Read Luker’s “Dubious Conceptions: The Politics of Teenage Pregnancy” (on WEBSITE)
- **QUIZ WEDNESDAY on Week 11 readings**

FINAL EXAMINATION - This course’s second exam will be held on **Monday, December 6th, from 11:30-1:20.** Plan ahead accordingly. I do not give early or late final exams.