

SOC 150: THE SOCIAL LIVES OF CHILDREN AND YOUTH

Fall 2018

11:30-12:20 M-TH; R-102

Instructor: Dr. Croix Saffin

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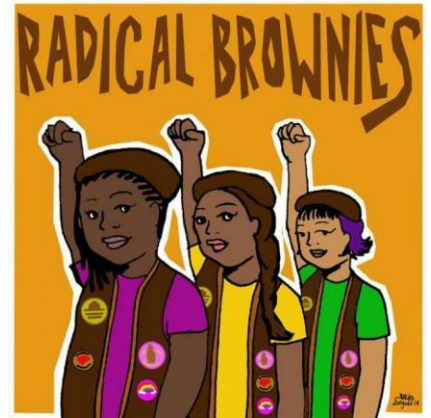
Office Phone: (425) 564-2161

Office Hours: 10:30-11:20 daily or by appointment

Office Location: A100E

COURSE INTRODUCTION

We have all been children at one time, but our experiences and how we make meaning of that childhood are vastly different. This course will examine how children shape and are shaped by the social worlds in which they live. By moving children to the center of focus, we will analyze the experiences of children in the different contexts and institutions that make up their everyday lives. We will pay particular attention to how race, class, and gender shape experiences of childhood, how children's lives are shaped by broader systems of inequality, as well as how young people are active in the construction of difference. Throughout this course, we will think critically about childhood and children's influence on society. We will look at children's media, schools, families, and friendships and ask questions like: How does consumer culture shape childhood? How is children's free time shaped by class? How do kids learn about race and racism? How do peers, cliques, and conceptions of popularity shape kids' lives? How is technology impacting children and conceptions of childhood? Lastly, in this course, we will examine topics that may be considered social problems for children and youth and how public policies shape children and adolescents' lives.



REQUIRED TEXTS

1. There is no textbook for this course. Articles will be scanned and are available on the Canvas course site under "files."

LEARNING ATMOSPHERE

I believe that students learn best when they are actively involved in the teaching and learning process. Thus, this is an active and 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.

A note about course content: Since sociologists examine just about every aspect of the social world, we will sometimes talk about provocative material in class. Please be advised that when we explore controversial topics, they will be framed in an academic context. Topics run the gamut in sociology and at times there may be material that makes people uncomfortable. Keep in mind that when we find ourselves in a space outside of our comfort zone, it's an opportunity for learning. You may be confronted with subject matter that is difficult to watch, see, discuss, or listen to. You are free to leave the room at any time, but please know you will be responsible for any course material you may have missed while you were gone. Also, profanity exists in our social world and thus will be used throughout this course - so please be advised. 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 per day (before and after 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 me late-night or weekend emails expecting an immediate response. Thank you in advance for your understanding and consideration.

A note about this classroom environment: It is important that all students feel welcome in this classroom. Please think about how your language (including body language) contributes to a safe/empowering or disempowering/unsafe learning environment. I want this class to be a space where everyone should feel comfortable enough to disagree with each other. Thus, this classroom needs to be safe space. Reflect on the ways you engage others with your own statements and how you react (with words, body language) to their statements. Also note that I cannot witness or hear everything that occurs in this classroom. If you overhear or witness something that would contribute to an unsafe classroom climate for yourself or fellow classmates, please let me know so that it can be dealt with immediately.

LEARNING AND COURSE OUTCOMES

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

- Discuss the ideas of "childhood," "adolescence" and "youth" from a sociological perspective.
- Describe the process and major agents of socialization in contemporary American society.
- Identify the crucial role gender, class, sexuality, and race play in identity development.
- Critically analyze the political, economic, and social forces that affect children and youth.

GENERAL COURSE RULES AND EXPECTATIONS

- **Attendance:** Attend all class meetings and come to class on time. 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. More than two unexcused absences or late attendances will lower your grade, and continue to do so as you miss more classes. To have an absence or tardy considered excused, you must discuss it with me prior to the absence or tardy, unless it is an emergency. Excused absences include doctor's visits, family emergencies, and sometimes work-related issues. If you miss class, please connect with your colleagues to find out what you missed. 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.
- **Preparation:** You should come to class having done all the assigned reading and homework and you should always bring the proper supplies with you daily, including your textbook. Note that the BC guideline for homework is two hours outside of class for each hour spent in class.
- **Late Work:** 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** unless you have had it approved by me BEFORE the due date. Late work will receive a zero grade.
- **Assignments:** All assignments are due at the start of the class period. Assignments, papers, homework, or exams must be typed, printed out, stapled, and handed in at the beginning of class (unless otherwise stipulated). Emailed assignments are not accepted. If you know you are going to be absent on the day an assignment is due, then turn it in early.
- **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. Therefore, you are expected to be an active participant in our learning environment. An active participant can include contributing to discussions, but can also mean getting to class on time,

taking notes, listening to your peers, and coming to class prepared. You should do your best to contribute to class discussions and activities.

- **Classroom Etiquette:** All electronic devices are prohibited in the classroom at all times. This includes cell phones, smart phones, laptops, music devices, tablets, etc. If you need a laptop to take notes, please talk to me early in the quarter. All texting devices should be placed in your bag for the duration of the class. Please note that that texting, excessive talking, or other disruptive behavior is not only disrespectful to me, it is also disrespectful to the people around you. Your participation grade will be affected and lowered by these types of behaviors.
- **Respect:** I expect that your behavior in class be respectful. Learning about diverse experiences is central to this course, so it is of the utmost importance that you respect your classmates' experiences, differences, and opinions. In order for us to learn from each other, we have to allow each other to make mistakes and to offer unpopular positions for debate. This is a college classroom and as such, I expect students to behave as adults. I do not tolerate excessive talking or whispering, consistent late arrivals, or early departures. Students who are disrespectful to their classmates or the instructor will be asked to leave class and will be marked absent until arrangements are made with the instructor to return to class and will result in your participation credit lowering.
- **Plagiarism:** Cheating, stealing and plagiarizing (using the ideas or words of another as one's own without crediting the source) are violations of the Student Code of Conduct at Bellevue College. This is a serious offense which can result in possible probation or suspension from Bellevue College and go on your permanent academic record. Do not do it! If you cheat/plagiarize, you fail. No excuses will be taken into account. Your work must be your own, except when you are asked to work with other students. Furthermore, you are required to acknowledge in your papers if you have borrowed any ideas, terms or phrases. Do not copy and paste material from Wikipedia or any other website into your assignments, as with 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. If you have any hesitation or if you are in doubt about one of these issues, feel free to ask me.

BELLEVUE COLLEGE'S RULES AND REGULATIONS

- **Incomplete:** If a student fails to complete all the required work for a course, an instructor may assign the grade of Incomplete ("I"). The student must complete the coursework by the end of the next quarter, or receive the assigned letter grade (usually an "F").
- **F Grade:** Students who fail a course will receive a letter grade of "F".
- **Final Examination Schedule:** The Social Science Division will adhere to the final examination schedule as stated in the BC Schedule. Final examinations will be held at the end of each quarter at fixed times. Instructors will not give examinations in advance of the regular schedule. A student who is absent from any examination held at any time during the quarter may forfeit the right to make up the examination. If, for illness or some other circumstance beyond the student's control, the student is unable to be present at any scheduled examination and has contacted the instructor on a timely basis, the student may be permitted to take such examination at a time designated by the instructor.
- **Withdrawal from Class:** College policy states that students must formally withdraw from a class by the end of the seventh week of the quarter (Registration Office, B125). If a student has not withdrawn by that date, an appropriate letter grade will be assigned for the course.
- **Hardship Withdrawal:** Instructors may assign the grade of "HW" (hardship withdrawal) at their discretion in the event that a student cannot complete the coursework due to extreme and exceptional circumstances. Students may also contact the Enrollment Services office BEFORE grades are assigned in cases of hardship.
- **Cheating, Stealing and Plagiarizing:** Cheating, stealing and plagiarizing (using the ideas or words of another as one's own without crediting the source) and inappropriate/disruptive classroom behavior

are violations of the Student Code of Conduct at Bellevue College. Examples of unacceptable behavior include, but are not limited to: talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Dean of Student Services for possible probation or suspension from Bellevue College. Specific student rights, responsibilities and appeal procedures are listed in the Student Code of Conduct, available in the office of the Dean of Student Services. If you are accused of cheating, stealing exams and/or plagiarism, there is a Bellevue College Student Discipline and Appeals Procedure (the right to due process) which you may pursue. Contact the office of Division Chair (D110), the Dean of Student Services (B231A) or the Associated Student Body (C212) for information regarding the appeals process.

STUDENTS WITH DISABILITIES

The Disability Resource Center serves students with a wide array of learning challenges and disabilities. If you are a student who has a disability or learning challenge for which you have documentation or have seen someone for treatment and if you feel you may need accommodations in order to be successful in college, please contact us as soon as possible.

If you are a person who requires assistance in case of an emergency situation, such as a fire, earthquake, etc, please meet with your individual instructors to develop a safety plan within the first week of the quarter. If you are a student with a documented autism spectrum disorder, there is an additional access program available to you. Contact asn@bellevuecollege.edu or 425.564.2764. ASN is located in the Library Media Center in D125. www.bellevuecollege.edu/autismspectrumnavigators/

The DRC office is located in B132 or you can call our reception desk at 425.564.2498. Deaf students can reach us by video phone at 425-440-2025 or by TTY at 425-564-4110. Please visit our website for application information into our program and other helpful links at www.bellevuecollege.edu/drc

SOCIOLOGY DROP-IN TUTORING

Drop-in tutoring is an option for ALL students enrolled in classes at BC to seek assistance regardless of your current grade.

Maybe you have a question about a sociological concept or would like to have someone who specializes in Sociology look at your paper before you submit it.

Our Sociology tutor is available to help you!

GRADING

Grades are based on **five factors**. (1) Participation and Discussion, (2) Daily Notecards on the Readings, (3) In-Class Activities, (4) Exams, (6) and Autoethnographies. Each of these elements is awarded a specific number of points:

Participation/Discussion	50 points
Daily Notecards on Readings (10 at 10 points/each)	100 points
In-class activities (10 at 10 points/each)	100 points
Exams (2 at 75 points/each)	150 points
Autoethnographies (4 at 25 points/each)	100 points

TOTAL**500 points**

Grade	Points	P	C+	388-397	78-79%
A	463-500		C	363-387	73-77%
A-	448-462		C-	348-362	70-72%
B+	438-447		D+	338-347	68-69%
B	413-437		D	298-337	60-67%
B-	398-412		F	297 & below	59% & below

DESCRIPTION OF GRADING COMPONENTS:**1. Participation/Discussion: (50/500 points)**

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, getting to class on time, class discussions, and group work. As mentioned under General Course Rules and Expectations, more than two unexcused absences or late attendances will lower your grade, and continue to do so as you miss more classes. To have an absence or tardy considered excused, you must discuss it with me prior to the absence or tardy, unless it is an emergency. Excused absences include doctor's visits, family emergencies, and sometimes work-related issues. Furthermore, disruptive behavior, excessive talking, texting while in class, or other interruptions will lower this portion of your grade. See the General Course Rules and Expectations for details about what is considered disruptive behavior. Do not take this portion of your grade lightly!

2. Daily Notecards on the Readings: (100/500 points; 10 points each)

For each day that a reading is assigned, you will need to submit a notecard about the readings for that day. If there are multiple readings, you must write on all readings assigned on a given day. At the beginning of each class period, I will collect your notecard. Notecards must be turned in at the start of class at 11:30 – late notecards will not be accepted and I will not accept notecards submitted at the end of the class period. The purpose of these cards is to help you keep up with the readings as well as help facilitate a more informed discussion for that day's class period. I will collect the cards every day in order to keep track of your attendance, although they won't always be graded. So if you are in class, but have not done the reading, turn in a notecard with your name on it so I can mark you as present for that day. Ten times during the quarter, however, I will announce at the beginning of class that "your notecards will be graded today." For those graded notecards, you will receive a score of between 0 and 10. Notecards must be a minimum of 5-6 sentences providing the thesis (or main ideas) of the article, and any definitions or key terms that is discussed in the reading. Doing notecards helps you retain information (I have LOTS of data to back this up!) and you will be able to use these on your exams – so spending some time now defining key terms, identifying major themes, and providing examples for yourself will help you when the exam comes. The suggested guidelines for submitting your notecards are as follows:

NAME	DATE
TITLE OF READING (pg. #s) & AUTHOR	
<p>THESIS or Main Ideas presented in the reading- a minimum of 5-6 sentences or bullet points describing the main arguments of the article</p> <p>List/Define any Key terms discussed in reading</p>	

3. In-Class Activities and Homework Assignments: (100/500 points; 10 points each)

Over the course of the quarter, you will be asked a total of 10 times to submit work that you have completed during the class session. These in-class activities most often occur in groups. **They will be randomly delivered and cannot be made up.** Usually, they will consist of a short piece of writing/reflection or response to something we have read or an application of terms/material covered in readings.

4. Exams: (150/500 points; 75 points each)

Over the course of the quarter, you will take two exams that integrate the course's in-class activities (lectures, films, etc.) and readings. Exams are designed to make sure you understand important course concepts and themes. Exams will include multiple choice and short answer questions and will be taken on Canvas. Please note that you cannot make up missed exams. Your second exam will be over material discussed during the latter half of the class, so it will not be comprehensive. Please note that I do not give make-up exams or allow students to take exams early or late.

5. Autoethnography Assignments (100/500 points; 25 points each):

Autoethnography is where a person uses self-reflection and writing to explore their personal experience and connect this autobiographical story to wider cultural, political, and social meanings and understandings. Over the course of the quarter, you will complete 4 autoethnography assignments where you will begin reflecting on your childhood and connecting it to course material. Prompts are provided on Canvas and due dates noted on the syllabus calendar. In these assignments, you will need to go beyond your story or describing your experience to an analysis. You must try to make meaning of your reflections. Draw upon the assigned readings, lectures, discussions, concepts, videos, etc. to support your analysis. You should try to occasionally quote from these sources to show an active conversation you are having with the material. I encourage you to be creative and make this useful (not just an assignment that has to get done for class!) I think you will learn a lot about yourself and how you can better connect with yourself (and your child self... for those of you who have been to therapy 😊)

Instructor Notes:

If at any point throughout the quarter you are confused or unclear about the expectations of the course, course material, a grade you received, or any other matters, I strongly encourage you to come talk with me

early. It is my goal that all students succeed in this course; but, I can only help you if you meet me half way. Furthermore, if you are having personal problems or other issues going on outside of school, please let me know. I recognize that we all have lives outside of school, and am very willing to work with students, but I can only do so if I know there is a problem!



Syllabus

*You should be looking at your syllabus **on a daily basis** so you know what is expected of you in class. Also, you are expected to have read the readings assigned for the current day by the time you arrive in class, meaning that what is listed on a given day should be done **prior to you coming to class** because that is what we will be talking about that day.*

****Though I will try to remain as faithful as possible to this syllabus, I reserve the right to make changes. These will be announced in advance in class. ****

Week 1

Monday, September 17th: Introduction to the Course Go over syllabus; class introductions

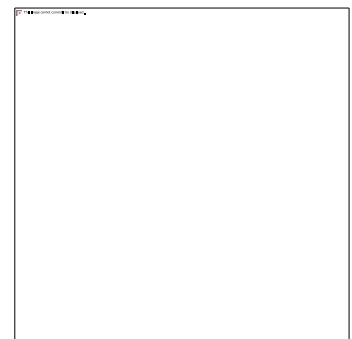
Tuesday, September 18th: Course Introductions: Getting to Know Your Peers
Continue going over syllabus and introductions

Wednesday, September 19th: "Normal" Childhood?
Readings: "Introduction: Everyone Has a Childhood, Right?"
"Meanings of Childhood"

Thursday, September 20th: Historical Overview of Childhood Readings: "Childhood in America Past and Present"

Week 2

Monday, September 24th: Meanings of Childhood Readings: "In Search of the Child"



Tuesday, September 25th: Socialization and Cultural Impacts

Watch: [Babies](#) (2010; 79 minutes) – you can stream this for \$2.99 on Amazon, YouTube, GooglePlay, etc.
Discussion questions will be provided.

Wednesday, September 26th: Socialization and Stratification

Readings: “Building Identity,” on course website

Thursday, September 27th: Socialization and Games

No Readings! Come prepared to play and discuss common children’s games

Friday, September 28th: Autoethnography #1 Due by 11:59 pm



Week 3

Monday, October 1st: Play and Popular Culture

Readings: “Flight Toward Maturity”

Tuesday, October 2nd: No School

Wednesday, October 3rd: Forming of Peer Cultures

Readings: “Sharing and Control in Initial Peer Cultures”



Thursday, October 4th: Socialization and Roles

Readings: "Peer Power," on course website

Week 4

Monday, October 8th: Constructing Popularity

Readings: "Popularity"

Tuesday, October 9th: Cliques and Peer Groups

Readings: "Exchanges, Labels, and Put Downs"

Wednesday, October 10th: Competitive Activities and Friendships

Readings: "Trophies, Triumphs, and Tears"

Thursday, October 11th: Gendered Bodies

Readings: "Becoming a Gendered Body"

Friday, October 12th: Autoethnography #2 Due by 11:59 pm

Middle School Cliques



Week 5

Monday, October 15th: Gender as "Other" Readings: "Constructing Opposite Sides"

Tuesday, October 16th: Sexual Teasing

Readings: "Crude Comments and Sexual Scripts"

Wednesday, October 17th: Homophobia and Gender Identity Readings: "Dude, You're a Fag"

Thursday, October 18th: Impacts on Queer Identities

Readings: "In the Trenches: LGBT Students..."



Week 6

Monday, October 22nd: Socialization and Sexuality

Readings: "The Death of the Stork"

Tuesday, October 23rd: Sexual Knowledge and Media

Readings: "Talking Dirty"

Wednesday, October 24th: Slut Shaming



Readings: "Fast Girls: Teenage Tribes and the Myth of the Slut"

Thursday, October 25th: Wrap up and Review for Exam

Friday, October 26th: Exam #1

Due by 11:59 pm

Week 7

Monday, October 29th:

Readings: "Concerted

Tuesday, October 30th: Class

Readings: "Inequity Outside the

Wednesday, October 31st:

Poverty

Readings: "No Flowers Grow There and Stuff"

Thursday, November 1st: Youth Homelessness

Readings: "You Can't Count on Nobody in Life"

Friday, November 2nd: Autoethnography #3 Due by 11:59 pm

Week 8

Monday, November 5th: Conceptualizing Race and Identity Readings: "Using Racial and Ethnic Concepts"

Tuesday, November 6th: Becoming Who We Are: Racial Identities Readings: "Constructing and Negotiating Racial Identity in School"

Wednesday, November 7th: Racial Difference and Belonging

Readings: "Why Are All the Black Kids Sitting Together in the Cafeteria?"

Thursday, November 8th: Post Racial?

Readings: "Speaking the Unspeakable"

Week 9

Monday, November 12th: No School

Tuesday, November 13th: Formation of Racial Attitudes and Experiences

Readings: "I Learn Being Black from Everywhere I Go"



Socialization and Social Class Cultivation..."

Divisions and Inequality Classroom"

Children's Understandings of



Wednesday, November 14th: Hidden Curriculum

Readings: "Learning the Student Role"

Thursday, November 15th: What Do Kids *Want* to Learn in School

Readings: "From 'He's Too Nice' to 'Someday'"

Friday, November 16th: Autoethnography #4 Due by 11:59 pm



Week 10

Monday, November 19th: Policing Black and Latino Boys

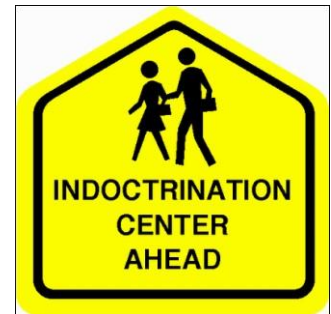
Readings: "The Labeling Hype: Coming of Age in the Era of Mass Incarceration"

Tuesday, November 20th: Criminal Just-Us System

Readings: "The Coupling of Criminal Justice and Community Institutions"

Wednesday, November 21st: No Class

Thursday, November 22nd: No Class



Week 11

Monday, November 26th: Socialization and Popular Culture

Readings:

"Socialization and the Power of Advertising"

Tuesday, November 27th: NFL and Advertising Readings: "The Children Are Our Future"



Wednesday, November 28th: Creating a Consumer Culture

Readings: "Consumption and Materialism: A New Generation of Greed?"

Thursday, November 29th: Wrap up and review for Exam 2



Week 12

Monday, December 3rd: No Class– Student Success Day

Final Exam Due on Canvas by 11:59 pm Today

