

# Childhood Socialization

SOC 240-J

## *Professor Information*

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## *Class Information*

Place: HSHP 206  
Time: MW 4 – 5:50 p.m.  
Office Hours: TR 2 – 3:30 p.m. &  
MW 1 – 3:30 p.m.

## OVERVIEW

How do people become people in the course of their ongoing lives? How do biological, social, psychological, historical, and political factors shape human development, growth, and maturity? How do children learn to navigate the contours of complex social worlds, cognitively process endless streams of information, and develop behavioral and bodily necessities for sustaining health and well being? On the other hand, what role do adults play in the biological, social, psychological, historical and political development of children over the course of time? These are simply a few of the questions sociologists ask while investigating childhood socialization.

In this class, we will explore these questions and others by focusing on what sociological, psychological, and biological research has found concerning childhood socialization while placing these processes within the context of specific historical and political contexts and patterns. Critical to an understanding of social life and the development of personhood, childhood socialization studies offer explanations for a wide variety of areas concerning human development and growth, and provide insights into the ways human beings individually and collectively negotiate both the larger social world and their places within it. While studying these topics may be challenging or difficult at times, those who approach this course with an open mind and a positive attitude may find the material to be incredibly rewarding, and gain an appreciation for the ways social, psychological and biological factors influence all aspects of social life.

I'm delighted to have the opportunity to teach this class because this material has helped me to make sense of my self, my everyday life, and my relationships with others in a meaningful and coherent fashion. I hope that each of you will also find ways to make childhood socialization relevant to your personal lives and social worlds. I have designed this course to facilitate this possibility not only through my choice of readings, but also through a number of participation activities to be undertaken in class. I encourage each of you to talk with me in order to clarify course material and assignments, further explore ideas that the course may evoke, and share your experience in this class more generally.

## COURSE OBJECTIVES

By the conclusion of the course, students who are successful will be able to:

1. Discuss the social context and processes of childhood socialization.
2. Apply sociological, psychological, and biological theories and research findings

- to the scientific study of child development and the life course.
3. Understand, analyze, contrast, and critique the political, economic, environmental, and historical circumstances that impact childhood socialization.
  4. Evaluate the ways people make sense of and describe their subjective experiences of development.
  5. Critically consider the societal forces and psychological processes that shape childhood socialization and the life course.

### **BACCALAUREATE GOALS**

1. To learn to communicate effectively through reading, writing, speaking, listening, and observing, so as to acquire, develop, and convey ideas and information.
2. To examine issues rationally, logically, and coherently.
3. To understand the foundations of science, scientific methods, and the impact of science upon society.
4. To understand both the commonality and diversity of human social existence in an increasingly interdependent world.

### **REQUIRED READINGS**

Academic Articles that may be accessed online in the “content” area of the course website.

### **COURSE REQUIREMENTS AND GRADING**

All course requirements must be completed for a passing grade in this course. Grades will be posted on the course website. Final Grades will not be rounded up.

#### **Course Requirements:**

Participation	20%
Review Essays (2)	40%
Interview Project	20%
Journal Project	20%
Total	100%

#### **Grading Scale:**

A	92 – 100%	4.0
AB	89 – 91%	3.5
B	82 – 88%	3.0
BC	79 – 81%	2.5
C	72 – 78%	2.0
CD	68 – 71%	1.5
D	60 – 67%	1.0

F

<60%

0.0

### **PARTICIPATION (20%)**

This class is built upon a discussion model, and thus active attendance and participation are important for full integration into the course and subject material. Simply put, your attendance and participation will be evaluated in every class meeting by asking (1) do you appear to have done the readings as measured by comments, questions or formal quizzes and writing assignments; (2) do you contribute to class discussions of the readings and other materials; (3) do you treat other members of the class with respect and courtesy; (4) are you on time for each class and do you stay the full time period; and (5) do you participate in class activities we engage in throughout the course.

### **REVIEW ESSAYS (40%)**

This course will require you to compose and submit two review essays – one at midterm and one at the end of the course (20% of the final grade each). Review essays must be 5 – 7 pages, typed, doubled spaced in 12 point Times New Roman font, and submitted electronically to [jsumerau@ut.edu](mailto:jsumerau@ut.edu) by the time and date listed below in the course schedule. Rather than formal in class tests, these essays will serve as the primary assessment of understanding, application, and synthesis of course material. While I will post detailed instructions on the course website, a solid review essay will utilize the readings, activities, discussions, and materials in class to summarize what we have covered in class, provide details about lessons learned in the course and the ways materials relate to one another and other aspects of social life, and develop an argument concerning the ways class materials could be applied to the broader social world and the student's own life.

### **INTERVIEW PROJECT (20%)**

This course will require each student to conduct, transcribe, and reflect upon an interview concerning childhood development. Specifically, we will practice interviewing in class and students will be presented with a list of questions to guide the interview process. Students will be required to select one respondent who is (a) a current college student, (b) willing to be interviewed about childhood issues and opinions, and (c) who is 18 years or older. Students will then conduct an interview (roughly about 45 minutes to an hour and a half) with their respondent about (1) parenting techniques, (2) decisions about having children, and (3) issues in child development. Students will audio record this interview, and then transcribe it verbatim in a word processing program. Students will then turn in their interview transcript, and a 3 – 5 page (double spaced in Times New Roman 12 point font) reflection on the interview experience. This project will be submitted electronically by the due date and time listed in the course schedule below, and detailed instructions will be posted online from the first day of class.

### **JOURNAL PROJECT (20%)**

Students will be required to complete a journal for this course. This project will involve each student (1) obtaining and keeping a journal throughout the semester, (2) completing ATLEAST TWO journal entries each week of the semester, (3) participating in TWO course meetings where we share, discuss, and debate journal entries in relation to other course offerings, and (4) turning in their journals for evaluation at the end of the semester.

Detailed instructions, a grading rubric, and examples of good journal entries and ways of participating in journal discussion class sessions will be posted online, but in short, students will procure and write in a journal throughout the semester concerning aspects of childhood, observations of children in their community and lives, childhood experiences and memories, and decision making regarding parenthood and parenting. Further, students will engage in FIVE specific applied activities wherein they engage people in the community about childhood, and write about these experiences in their journals. Journals will be due in the last class meeting.

## **CLASSROOM CULTURE**

**Organization of Class Time:** During class sessions, we will discuss readings and other materials and engage in activities related to the course material. In this manner, we may use concepts together in discussion and group activities. Since my goal is to engage students in active discussions, you will be required to take notes on issues as we discuss them and be responsible for asking clarifying questions when necessary.

**Classroom Courtesy:** Classroom courtesy is necessary to ensure that all students have the opportunity to learn without distractions. Here are some basic rules of conduct for our class meetings. Students must not be late or leave early. You should be sitting in your seat as class begins. If this is a problem, drop this class immediately. Cell phones, mp3 players, laptops, and other electronic devices must be turned off before class begins. Students should not be reading other materials, talking or whispering with each other when others are talking, or sleeping during class. Importantly, no student should attack other students for their political or religious beliefs, personal appearance, race / ethnicity, gender, gender identification, sexuality, age, health status, nationality, or abilities. Moreover, students should not come up to the front of the room to ask me questions during class time (do so before and after the class meeting). If you require a cell phone to receive emergency calls from children, partners, or family members, keep it on vibrate throughout the class. **Consistently violating the rules will affect your participation grade and may lead to your dismissal from the class.**

## **COURSE POLICIES**

**Academic Integrity:** In the event that a student violates any provision of the University of Tampa's policy on academic integrity spelled out in the student handbook, I reserve the right to assign any grade for the course I deem to be appropriate (including an F) without regard for a student's accumulated points in the class. Any violation of academic integrity will be handled in accordance with the University's policies. **You are**

**responsible for knowing and observing the University's Academic Integrity Policy,** which you may find at <http://www.ut.edu/provost>.

**Cheating and Plagiarism:** Plagiarism consists of passing off the work and / or ideas or someone else as your own. As such, you are committing plagiarism if you copy someone else's work and turn it in as your own. This means that if you wish to quote someone else, you must reference or cite them in your papers. It is **YOUR** responsibility to properly cite any materials you use in your writing assignments (for example, the articles and books used in this course are properly cited in this syllabus), and to be aware that I may use software to see whether portions of writing assignments have been taken from other places (such as books, journals, and websites). If you do plagiarize, you will receive **ZERO credit and I WILL REPORT YOU.**

**Blackboard:** I use blackboard to facilitate materials for this class. Specifically, I will post the syllabus, lecture notes before each class, and anything else I think will be useful for the course on the course website. Further, your reading assignments must be downloaded from the blackboard website (these are titled Online Article in the schedule below). You will thus need to enroll in Blackboard ASAP!!! To accomplish the best results in this class, you should make a regular habit of checking blackboard before each class for my lecture notes and any other postings, announcements, or materials. If I do not post my notes (usually in the form of a powerpoint) before a class, email me because I have probably just forgotten to do so.

**Late Papers:** I do not accept late papers for any reason. Since you have the entirety of the course to compose and submit your papers, there is no excuse not to do so early or on time.

**Extra Credit:** I generally do not offer or allow extra credit in my classes. That said, I may occasionally offer an extra credit opportunity. When this does happen, I will give the assignment in class and only those in class that day will be allowed to gain extra credit. My advice to each of you, however, is to do things right the first time because I am not likely to offer many (if any) opportunities to make up points on tests or exams.

**Accommodations:** If there is any student who has special needs because of a disability, please go directly to the Academic Success Center in North Walker Hall. You may phone 813-258-5757, or e-mail [jlaw@ut.edu](mailto:jlaw@ut.edu) to report your needs and provide documentation of your disability for certification. Janice Law is the director of the Academic Excellence Programs that includes Student Disability Services. Please feel free to discuss this issue in private if you need more information.

**Email:** If you wish to reach me via email, you should allow for at least 24 hours for a response. This time may be even longer during weekends or vacations, although sometimes I may respond sooner. Please keep in mind that email is not the best way to discuss course material at length, and thus you should come to my office hours or schedule an appointment if you need to go over course materials and / or grades.

**Adverse Weather/Emergency Situations:** In case of any adverse condition or situation that could interrupt the schedule of classes, each student is asked to access [www.ut.edu](http://www.ut.edu) for information about the status of the campus and class meetings. In addition, please refer to [ut.blackboard.com](http://ut.blackboard.com) for announcements and other important information. You are responsible for accessing this information.

**Syllabus Change Policy:** Changes to the Syllabus Topics may vary a bit from the schedule, below, depending upon the pacing of lectures and the interests of the class. However, students should keep up with the posted reading schedule unless I instruct you otherwise. I also reserve the right to modify this syllabus as conditions warrant. ***You are responsible for schedule or assignment changes whether or not you are in class when they are announced.*** All schedule, assignment, or other syllabus-related changes will be posted on our Blackboard site.

## COURSE SCHEDULE

<b>Date</b>	<b>Topic</b>	<b>Assignment</b>
August 31	Course Introduction What is Childhood?	Syllabus
September 2	Childhood Socialization?	No Required Reading
September 7	Labor Day	No Class
September 9	Traditional and Contemporary Theories of Childhood Development	Sociology of Childhood Chapter 1
September 14		Sociology of Childhood Chapter 2
September 16		No Required Reading
September 21	History of Childhood	Postman Reading
September 23		Postman Reading
September 28	Contemporary Childhood	Orenstein Reading
September 30		Orenstein Reading
October 5	Childhood Education	No Required Reading
October 7		McCabe Reading
October 12	Parenthood	McGuffey Reading
October 14		Butterfield and Padavic Reading <b>Interview Project due by 11p.m. on Sunday October 18, 2015</b>
October 19	Special Topics in Childhood	No Required Reading
October 21	Journal Discussion	No Required Reading <b>Review Essay due by 11 p.m. on Sunday October 25, 2015</b>
October 26	Childhood and Norms	Cahill Reading 1
October 28	Childhood and Race	Feagin and Van Ausdale Reading
November 2	No Class Meeting	No Required Reading Do applied journal activities if not already done
November 4	No Class Meeting	No Required Reading Do applied journal activities if not already done
November 9	Childhood and Class	Lareau Reading
November 11		Orellana et al. Reading
November 16	Childhood and	Rauscher et al. Reading

	Gender	
November 18		Cahill Reading 2
November 23		Myers and Raymond Reading
November 25	Thanksgiving	No Class
November 30	Childhood and Sexualities	Elliott Reading
December 2		Mathers et al. Reading
December 7	Special Topics in Childhood	No Required Reading
December 9		No Required Reading <b>Review Essay due by 11 p.m. on Sunday December 13, 2015</b>
December 14 3:45 – 5:45 p.m.	Journal Discussion	No Required Reading <b>Journal Due in Class</b>