

**SOC 225: Sociology of Childhood and Adolescence  
Winterim 2021**

**Instructor:** Dr. Maggie Bohm-Jordan  
**Lecture:** Online (asynchronous)  
**Office Hours:** Virtue or by appointment (Office: CCC 458)  
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**Course Overview**

The course provides an overview of the biological, cognitive and cultural aspects of childhood and adolescence. In order to understand sociological perspective of an individual’s development in society, one must look at all aspects and factors associated with the child/youth and adolescent development, from peer and family relationships, to social and cultural changes, to the biological changes, particularly sex and sexuality, that adolescents go through as they age into adulthood. Socialization processes in the child and adolescent years are explored. The impact of social and cultural forces on adolescent issues and problems will be addresses throughout the course. This course fulfills the requirement for “Social Sciences” in the General Education Program (GEP).

<b>GEP Category:</b>	<i>Upon completing this requirement, students will be able to:</i>
<b>Social Sciences</b>	<ol style="list-style-type: none"><li>1. Explain or apply major concepts, methods or theories used in the social sciences to investigate, analyze, or predict human behavior.</li><li>2. Examine and explain how social, cultural, or political institutions influence individuals or groups.</li></ol>

**Course Learning Outcomes**

*Upon successful completion of this course, students will be able to:*

1. Define and apply sociological concepts, theories, and methods of inquiry to analyze children and adolescences and societal interactions.
2. Analyze the developmental structure with societal and cultural perspectives from historical context and current issues adolescences’ are facing.
3. Evaluate multiple dynamics of social and cultural development from a sociological perspective such as gender, race, class, and other factors impact adolescences’ social behavior.
4. Apply critical thinking skills to examine and evaluate various aspects of childhood and adolescence phenomena as student construct written analyses of documentary and current events

**Textbook (Required)**

Christi Crosby Bergin and David Allen Bergin. *Child and Adolescent Development in your Classroom*. 2<sup>nd</sup> edition, Cengage.

**Additional Course Materials**

Certain course materials will be made available for download in Canvas

## Grading

<i>Assignment 1</i>	20	A: 93-100, A- :90-92.99
<i>Assignment 2</i>	20	B+: 87-89.99, B: 83-86.99, B- : 80-82.99
<i>3 Exam</i>	<i>10 points each</i>	C+: 77-79.99, C: 73-76.99, C- : 70-72.99
<i>3 Discussions</i>	<i>10 points each</i>	D+: 67-69.99, D: 63-66.99, D- : 60-62.99
<i>Total</i>	<i>100</i>	F: 0.00 – 59.99

## MAKE-UP WORK

Only proper documentation can be accepted as justification for make-up assignments (without late penalty), such as a doctor/coach/supervisor's note, a subpoena, etc. A simple self-narration of an emergency or a special occasion whether in oral or written forms, cannot be accepted as proper documentation and thus will not justify a make-up assignment. Late work will start from 50% of the grade.

## ASSIGNMENTS

### Assignment 1: Documentary Analysis (20%)

This 4 full text page minimum typed paper (double spaced, Times New Roman, 12 font, 1-inch margin) will analyze the documentary of "Poor kids" from Frontline <https://www.pbs.org/wgbh/frontline/film/poor-kids/> . Students may need to find resources to support their arguments in the self-reflection section (you should browse ahead for other chapters for supporting ideas). Student will discuss:

1. Provide a very brief written summary/synopsis of the documentary
2. Which sociological theory "best" fits in this documentary (ex: functional, conflict, symbolic interaction, social learning theory, labeling theory, family systems theory, etc).
3. Self-reflection on the documentary.
  - a. What was your reaction? Why? Does it align with your socialization?
  - b. How does social class (ex: poverty) influence the wellbeing on childhood and/or adolescence?
  - c. What are other factors that may trigger poverty?
  - d. What are some ways to minimize stigma/stereotype on children/adolescence that are living in poverty?
  - e. What is privilege?
4. Reference(s) (separate page and excluded from the 4-pages)

### Assignment 2: Current Event (20%)

This 4 full text page minimum typed paper (doubles paced, Times New Roman, 12 font, 1-inch margin) will analyze a current event about a social/cultural issue on children and/or adolescent. This issue should be between 2010 to present from at least 5 journal articles. Student will discuss:

1. Introduction: What is your topic? Why did you select this topic?
2. Which sociological theory "best" fits in this current event/issue (ex: functional, conflict, symbolic interaction, social learning theory, labeling theory, family systems theory, etc).
3. How does the current event portray childhood and/or adolescence?
4. Describe possible solutions for this current event/issue.
5. Conclusion
6. References (separate page and excluded from the 4-pages)

### **Discussions (30% at 10 % each)**

There are 3 discussion posts, due according to the Course Outline by 11:59pm (see below). Be sure to answer the questions in an in-depth, well-thought-out manner. Each week discussion is worth 10 points. The main post(s) is 6 points and provide at least one reference to the course material (use APA or ASA reference style). Engage in on-going, productive conversation with a minimum of two of your classmates (up to 4 points) throughout the week.

### **Exams (30% at 10% each)**

There will be three exams, each worth 10 percent. The exams will draw questions from lecture materials, readings, discussions, and videos. Each exam will be due according to the Course Outline (see below) by 11:59pm and will only cover the chapters assigned in that week. Exam can include multiple-choice questions and some short-answer/essay questions.

### **Online Classroom Etiquette**

The online classroom is a learning environment and community, and as such, it is expected that students do their best to minimize disruptions that can distract from their learning and that of their peers.

### **Academic Integrity**

Academic integrity is central to the mission of this institution. Academic dishonesty in any form will not be tolerated and will receive disciplinary sanctions per the UWSP policies. The UWSP policies regarding student academic standards and disciplinary procedures can be found here: <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>. Students can visit the UWSP Tutoring-Learning Center <http://www.uwsp.edu/tlc/Pages/writingReadingTutorials.aspx>

### **Diversity and Inclusion**

UWSP supports an inclusive learning environment where diversity and individual differences are understood, respected, and appreciated. These differences include race/ethnicity, gender, class, political view, religion, color, national origin, sexual orientation, disability, age, marital or family status, as well as personality, learning styles, and life experiences. We expect that students, faculty, administrators, and staff will respect differences and demonstrate diligence in understanding how other peoples' perspectives, behaviors, experiences, and worldviews may be different from their own.

### **Disability Support Services**

The Americans with Disabilities Act (ADA) requires educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP policies, go

to: <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyinfo.pdf>.

If you have a disability and require classroom and/or exam accommodations, please register with the Disability and Assistive Technology Center and then contact me at the beginning of the course. For more information, please visit the Disability and Assistive Technology Center, located on the 6th floor of the Learning Resource Center (the Library). You can also find more information here: <http://www4.uwsp.edu/special/disability>

## COURSE OUTLINE

DATES	TOPIC/ACTIVITY	Due dates
<b>Week 1</b>  Jan 4-8	Introduction and Syllabus  Newman <sup>2</sup> Ch 1: The development through life perspective  Newman <sup>2</sup> Ch 2: Major theories for understanding human development  Bergin <sup>2</sup> Ch 2: Physical development and health  Newman <sup>2</sup> Ch 9: Early adolescence	Introduction Jan 8 <sup>th</sup> at 11:59pm
<b>Week 2</b>  Jan 11-15	Bergin <sup>2</sup> Ch 6: Attachment and Personality  Bergin <sup>2</sup> Ch 7: Self-control and Discipline  Bergin <sup>2</sup> Ch 9: Social cognition  Bergin <sup>2</sup> Ch 10: Social Behavior	Discussion 1 Jan 11 <sup>th</sup> at 11:59pm  Exam 1 Jan 12 <sup>th</sup> at 11:59pm  Discussion 2 & Assignment 1 Jan 15 <sup>th</sup> at 11:59pm
<b>Week 3</b>  Jan 19-22	Bergin <sup>2</sup> Ch 11: Peers, Friends, and Play  Bergin <sup>2</sup> Ch 12: Language and Literacy  Bergin <sup>2</sup> Ch 14: Family structure, child care, & media  Newman <sup>2</sup> Ch 10: Later adolescence	Exam 2 Jan 19 <sup>th</sup> at 11:59pm  Discussion 3 & Assignment 2 Jan 21 <sup>st</sup> at 11:59pm  Exam 3 Jan 22 <sup>nd</sup> at 11:59pm

*Unforeseen circumstances may necessitate changes in the course requirements and/or schedules.  
Any changes will be announced in advance.*

Exam 1: Week 1 materials (Newman<sup>2</sup> Chapters 1, 2, 9 & Bergin<sup>2</sup> Chapter 2)

Exam 2: Week 2 materials (Bergin<sup>2</sup> Chapters 6, 7, 9, 10)

Exam 3: Week 3 materials (Bergin<sup>2</sup> Chapters 11, 12, 14, & Newman<sup>2</sup> Chapter 10)