

**SOC 225: Sociology of Childhood and Adolescence  
Summer 2018**

**Instructor:** Dr. Maggie Bohm-Jordan  
**Lecture:** Online  
**Office Hours:** Virtue or by appointment (Office: CCC458)  
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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).

**Course Learning Outcomes**

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

1. Critically discuss childhood and adolescence development from a sociological perspective.
2. Correctly apply sociological concepts, theories, and methods of inquiry to analyze adolescences and societal interactions.
3. Effectively describe the developmental structure with societal and cultural perspectives from historical context and current issues adolescences' are facing.
4. Critically analyze multiple dynamics of social and cultural development from a sociological perspective such as gender, race, class, and other factors impact adolescences' social behavior.

**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 from the Desire2Learn system (D2L) à "Content" section. Announcements will be made in class and through email.

## Grading

<i>Assignment 1</i>	<i>15</i>
<i>Assignment 2</i>	<i>25</i>
<i>4 Exam</i>	<i>5 points each</i>
<i>4 Discussions</i>	<i>10 points each</i>
<i>Total</i>	<i>100</i>

A: 93-100, A- :90-92.99
B+: 87-89.99, B: 83-86.99, B- : 80-82.99
C+: 77-79.99, C: 73-76.99, C- : 70-72.99
D+: 67-69.99, D: 63-66.99, D- : 60-62.99
F: 0.00 – 59.99

## Grade Posting

Students' grade will be posted in D2L as soon as they become available.

**NO MAKE-UP ASSIGNMENTS WILL BE OFFERED EXCEPT IN DOCUMENTED CONFLICTS OR EMERGENCIES.** Only proper documentation can be accepted as justification for make-up assignments, such as a doctor/coach/supervisor's note, a subpoena, etc.

## Assignments

### Assignment 1: Film Analysis (15%)

This 3-page typed paper (double spaced, Times New Roman, 12 font, 1-inch margin) will analyze a film of your choosing. The film needs to address about adolescence (you may browse ahead for other chapters in the textbook). Student will discuss:

1. Cover Page (does not include as a page)
2. Provide a very brief written summary/synopsis of the film
3. Which sociological theory "best" fits in this film (ex: functional, conflict, symbolic interaction, social learning theory, labeling theory, family systems theory, etc).
4. Do you agree/disagree with your film in terms of the plot? (Hint: does it align with your socialization, culture, values, traditions, beliefs, morals, etc)
5. How does your film portray childhood and/or adolescence?
6. Is "your" film portraying the US or other country? How so? (Hint: cultural comparison)
7. Reference(s) (separate page and excluded from the 3-pages)

### Assignment 2: Current Event (25%)

This 5-page 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 magazines, journal articles, and/or books.

Student will discuss:

1. Cover Page (does not include as a page)
2. Introduction: What is your topic? Why did you select this topic?
3. Which sociological theory "best" fits in this current event/issue (ex: functional, conflict, symbolic interaction, social learning theory, labeling theory, family systems theory, etc).
4. Who/what/where is affected by this current event/issue?
5. Describe possible solutions for this current event/issue.
6. Conclusion
7. References (separate page and excluded from the 6-pages)

### **Discussions (40% at 10 % each)**

There are 4 discussion posts, due on Friday by 11:59pm. 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. Engage in on-going, productive conversation with a minimum of two of your classmates (up to 4 points) throughout the week.

### **Exams (20% at 5% each)**

There will be four exams, each worth 5 percent. The exams will draw questions from lecture materials, readings, discussions, and videos. Each exam will be due on Friday 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
Week 1  July 23-27	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	Introduction  Discussion 1  Exam 1
Week 2  July 30- August 3	Newman <sup>2</sup> , Ch 9: Early adolescence  Bergin <sup>2</sup> , Ch 6: Attachment and Personality  Bergin <sup>2</sup> , Ch 7: Self-control and Discipline	Discussion 2  Assignment 1  Exam 2
Week 3  August 6 – 10	Bergin <sup>2</sup> , Ch 9: Social cognition  Bergin <sup>2</sup> , Ch 10: Social Behavior  Bergin <sup>2</sup> , Ch 11: Peers, Friends, and Play  Bergin <sup>2</sup> , Ch 12: Language and Literacy	Discussion 3  Exam 3
Week 4  Aug 13 -17	Bergin <sup>2</sup> , Ch 13: Self-system and motivation  Bergin <sup>2</sup> , Ch 14: Family structure, child care, & media  Newman <sup>2</sup> , Ch 10: Later adolescence	Discussion 4  Assignment 2  Exam 4

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