Voyage: Fall 2014  
Discipline: Sociology  
SOC 3290: The Sociology of Childhood  
Division: Upper  
Faculty Name: Allison J. Pugh  
Credit Hours: 3; Contact Hours: 38

Pre-requisites:  
At least one introductory course in sociology.

COURSE DESCRIPTION:
What if “age inequality” was as potent a source of injustice as gender, race or class inequality, those mainstays of sociological analysis? What if we take seriously the ways that society is organized to benefit adults, who are in power, and disenfranchise children, who are not? This class will introduce students to the “new social studies of childhood,” and the central idea that the experience of childhood is a social construction, not a string of biological facts. This is a new paradigm for childhood studies, as it has until recently been dominated by “socialization” theories suggesting that the main point of children is that they are future adults. After a brief orientation, we will consider in turn each of the three tenets of the new subfield: that childhood varies by social context, that children are active social actors, and that children are not innocent victims. We’ll look at variations in childhood across cultures and situations, and include studies of childhood in the countries we visit. We’ll examine children’s active participation in work and care, in constructing inequality, and in managing family breakups. We’ll investigate social problems such as racism, homophobia, child labor and domestic abuse, and analyze the social causes and consequences of innocence and exploitation as prisms on childhood. We’ll conclude by weighing the impact of new ways of seeing children on children’s lives, children’s rights and children’s politics.

COURSE OBJECTIVES:
To introduce students to the “social studies of childhood,” in which they grapple with the implications of the social construction of age. Through readings, class discussions and field assignments, students will explore the ways in which childhood is both universal and intensely local. Students will also hone their “sociological imaginations” while developing their collaborative and communication skills, particularly in oral presentation.

REQUIRED TEXTBOOKS

AUTHOR: Pugh, Allison J.  
TITLE: Longing and Belonging: Parents, Children and Consumer Culture  
PUBLISHER: University of California Press  
ISBN #: 9780520258440  
DATE/EDITION: 2009
DEPART SOUTHAMPTON- AUGUST 23:

A1- AUGUST 25: Introduction:

What is childhood? How have childhoods changed? What are some major social trends affecting childhood?

Reading


Further Reading (Optional)


A2- AUGUST 27: Childhood in a Flexible World

Reading


ST. PETERSBURG: AUGUST 29- SEPTEMBER 2

A3- SEPTEMBER 3: The Social Construction of Age

Due First Set of Fieldnotes

Reading

A4- September 5: Children and Immigration

Reading:


Further Reading (Optional):


Hamburg: September 7-11

A5- September 12: The Global Commodity Chain of Childcare

Reading:


Further Reading (Optional):


Antwerp: September 14-16

Proposed Field Lab:
What Makes a Child-Friendly City? Exploring Rotterdam

Le Havre: September 17-19

A6-September 20: Inequality and Parenting
Due: Second Set of Fieldnotes
Reading:
Further Reading (Optional):
Bocock and Scott, Kids in Context, Chapter 5

A7- September 22: Children constructing race
Reading:
Further Reading (Optional):
Bocock and Scott, Kids in Context, Chapter 8.

Dublin: September 24-27

A8- September 28: Children and Consumer Culture: Making Belonging
Reading:
Further Reading (Optional):
Bocock and Scott, Kids in Context, Chapters 6 and 7.

A9- September 30: Children and Consumer Culture: Making Inequality
Reading
Further Reading (Optional):
Mercedes Sánchez-Martínez and Angel Otero. 2009. Factors Associated with Cell Phone Use in


Lisbon: October 1-2
In transit: October 3
Cadiz: October 4-5

**A10- October 7:** Child Labor and Children Laboring
**Due:** Third Set of Fieldnotes
**Reading:**

**Further Reading (Optional):**

Casablanca: October 8-11

**A11-October 13:** How Do Children Make Gender?
**Reading:**

**Further Reading (Optional):**

**A12- October 15:** The Cultural Politics of Children’s Rights
**Reading:**
Malloy, Aimee. 2013. *However Long the Night: Molly Melching’s Journey to Help Millions of*

**Further Reading (Optional):**

**Dakar: October 16-19**
Proposed Field Lab: Infants in Senegal: The Local and the Global in Childrearing

**A13- October 21:  The Perils of the Universal**
**Due: Fieldlab Reflection**
*In-class debate on children’s rights.*

**Reading:**

**Further Reading (Optional):**

**A14- October 23:  Children as Active Caregivers**

**Reading:**

**Further Reading (Optional):**
Takoradi: October 25-26
Tema: October 27-28

A15- October 29:
Due Fourth Set of Fieldnotes
In-class exam.

A16- October 31: Kids’ Folk Culture
Reading:
Bocock and Scott, Kids in Context, Chapter 6.
Corsaro, William and L. Molinari 1990. ‘From seggiolini to discussione: The Generation and
Extension of Peer Culture among Italian Preschool Children.’ International Journal of
Further Reading (Optional):
Corsaro. Chapter 5: “Children's Peer Cultures and Interpretive Reproduction” (pp. 92-115).
Corsaro. Chapter 6:”Sharing and Control in Initial Peer Cultures” (pp. 117-141).

Study Day: November 2

A17-November 3: The Withdrawal of the State, the Flourishing of the Market
Reading:
Katz, Cindi. 2005. The Terrors of Hypervigilance: Security and the Compromised Spaces of
Houndsmills: Palgrave Macmillian.
Further Reading (Optional):
V33 n4:709-728.
Sex: The Politics of Intimacy and Identity, edited by Elizabeth Bernstein and Laurie
Schoppa, Leonard. 2013. “Residential Mobility and Local Civic Engagement in Japan and the
United States: Divergent Paths to School.” Comparative Political Studies. 46:1058-1081.

A18- November 5: Globalization, the State and the Child
Reading:
Schepet-Hughes, Nancy & Hoffman, Daniel. 1998. “Brazilian Apartheid: Street Kids and the
Struggle for Urban Space,” in Small Wars: The Cultural Politics of Childhood, Schepet-
Issue 3, pp 201-222.

Rio de Janeiro: November 7-9
In-transit: November 10-11
Salvador: November 12-14
A19- November 15: Changing Family Patterns
Due Fifth Set of Fieldnotes
Reading:
Bocock and Scott, Kids in Context, Chapter 4.
Further Reading (Optional):

A20- November 17: Children’s Rights in Family Dissolution
Reading:
Students will also read a case study and come prepared to discuss/debate/role play the appropriate way for society to handle children’s rights in family dissolution.

Study Day: November 19

A21- November 20: Private and Public Power: Abuse and Conflict in Families
Reading:
Further Reading (Optional):

Bridgetown: November 22-24

A22- November 25: Youth Activism and Age Inequality
Due in class: presentations
Reading:

A23- November 27: Conclusion
Due in class: Presentations
Reading:

Havana: November 29- December 2:

Study Day- December 3

A24-December 4 (A Day Finals): Final paper due at the end of classtime.

FIELD WORK
Field lab attendance is mandatory for all students enrolled in this course. Please do not book individual travel plans or a Semester at Sea sponsored trip on the day of our field lab.

FIELD LAB (At least 20 percent of the contact hours for each course, to be led by the instructor.)

Proposed Field Lab I: What Makes a Child-Friendly City?
Urban environments have always had children in them, but children have not always been part of urban planning. In the United States, suburbs are often thought to provide childhood ideals of green space and safety, but they also rely upon particular notions of childhood, involving, for example, adult control over transport and adult-organized activities. How might an urban environment be made more child-friendly? What kind of childhoods do urban settings reflect and produce?

In this lab, students will visit Rotterdam, the city with the youngest population in the Netherlands. They will meet with city staff charged with implementing the “child in the city” program, a seven-year effort of child-centered urban planning aimed at reversing a trend of families moving out of the city. They will make a bus tour of 5 of the 11 neighborhoods in which the program was piloted including some of Rotterdam’s new playgrounds, neighborhoods with 3-meter sidewalks and safe traffic routes, and green space with climbing trees. Students will also fan out in small groups with a scavenger hunt-style list of children’s challenges and accommodations to observe and record. Along the way we’ll have lunch in a local restaurant.

Assignment: Students will record their observations of child-friendly accommodations, and they will compare these observations to those of two other cities we visit along the way. They will write a short report on their comparisons, and as part of the exercise, design a mock neighborhood with children in mind.

Dress and Conduct: Standard tourist clothing is fine. Be sure to bring a camera and a notebook
for taking notes or making maps throughout the lab. A field lab is an extension of class, meaning conduct and classroom rules apply, including use of cell phones, headphones, and other electronics. Active participation during the lab is expected and will be part of student assessment. Only serious student illnesses will be marked as excused. All other student absences will result in a zero for the field lab assignment.

**FIELD LAB** (At least 20 percent of the contact hours for each course, to be led by the instructor.)

**Proposed Field Lab II: Infants in Senegal: The Local and the Global in Childrearing**

The UN Convention on the Rights of the Child, a treaty signed by all but the United States and Somalia, stipulates that children should have the right to “the development of the child's personality, talents and mental and physical abilities to their fullest potential.” Yet who defines that potential, and the best practices that would contribute to it?

In this field lab, students will visit a field site where Tostan, an international NGO with extensive operations in Senegal, is implementing their program, Reinforcing Parental Practices. This program encourages parents and other community members to create an environment for children's development, including techniques that enrich interactions between parents and their young children and are all linked to children’s basic human rights to education and health. Students will meet with Tostan staff for a discussion and Q&A, observe a school management committee in action, and accompany staff on home visits as part of the program’s implementation.

Assignment: Students will prepare for the fieldlab by reading excerpts from “However Long the Night,” an account of Tostan founder Molly Melcher’s work in Senegal, as well as other work about children’s rights. They will reflect on their observations in a 3-5 page position paper they will write, which will contribute to a classroom debate about children’s rights. More details about this will be given in a class handout.

**Dress and Conduct:** A field lab is an extension of class, meaning conduct and classroom rules apply, including use of cell phones, headphones, and other electronics. Active participation during the lab is expected and will be part of student assessment. Only serious student illnesses will be marked as excused. All other student absences will result in a zero for the field lab assignment.

**FIELD ASSIGNMENTS**

Students will conduct ethnographic observations of children in five field assignments in five ports of call over the course of the semester. Students will be able to choose from three potential themes for their field observations (or to propose their own) by the second class meeting: children at play, children and economic life, children and family life. Students will conduct three hours of field observations of children for each set of fieldnotes due; these observations will be in keeping with each theme; some ideas for potential sites (markets, zoos, playgrounds, etc.) in each port will
be posted on the class intranet. By the end of the class, students will have 15 hours of field observations on a given theme. Using course readings, students will analyze those fieldnotes in light of course themes, and write a 5-page paper advancing an argument and using their fieldnotes for data. Students will join in small groups of others studying the same themes, and make a 10-minute joint presentation, using iMovie, power-point or some other software, during one of the last class sessions.

METHODS OF EVALUATION / GRADING RUBRIC

Class Participation/Attendance: 20%
Field notes: 15%
Paper: 15%
Field lab and reflection: 20%
In-class exam: 20%
Group Presentation: 10%

HONOR CODE
Semester at Sea students enroll in an academic program administered by the University of Virginia, and thus bind themselves to the University’s honor code. The code prohibits all acts of lying, cheating, and stealing. Please consult the Voyager’s Handbook for further explanation of what constitutes an honor offense.

Each written assignment for this course must be pledged by the student as follows: “On my honor as a student, I pledge that I have neither given nor received aid on this assignment.” The pledge must be signed, or, in the case of an electronic file, signed “[signed].”