SEMESTER AT SEA COURSE SYLLABUS
University of Virginia, Academic Sponsor

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 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
TOPICAL OUTLINE OF COURSE

Depart Southampton- August 23:

B1- August 26: Introduction:
What is childhood? How have childhoods changed? What are some major social trends affecting childhood?

Reading:

Further Reading (Optional)

B2-August 28: Childhood in a Flexible World
Due: Choose theme for observations

Reading:


St. Petersburg: August 29- September 2

B3- September 4: Children and Immigration

Reading:


Further Reading (Optional):

Dreby, Joanna. 2007. “Children and Power in Mexican Transnational Families.” Journal of
Marriage and Family. 69: 1050–1064.

Gdansk: September 5-7

Rostok: September 8-9

**B4- September 11:** The Social Construction of Age
**Due: First Set of Fieldnotes**
**Reading:**

**B5- September 13:** Thinking about Children, Space and Play
**QUIZ #1**
**Reading:**

Antwerp: September 14-16
**September 14 Field Lab: What Makes a Child-Friendly City? Exploring Rotterdam**

Le Havre: September 17-19

**B6-September 21:** Children and Consumer Culture: Making Belonging
**Due: Field Lab reflection**
**Reading:**

**Further Reading (Optional):**
Bocock and Scott, Kids in Context, Chapters 6 and 7.

**B7- September 23:** Children constructing race
**Reading:**

**Further Reading (Optional):**

**Dublin: September 24-27**

**B8- September 29:** Children and Consumer Culture: The Contexts of Childhood

Reading


**Further Reading (Optional):**


**Lisbon: October 1-2**

**In transit: October 3**

**Cadiz: October 4-5**

**B9-October 6:** Child Labor and Children Laboring

**Due: Second Set of Fieldnotes**

Reading:


**Further Reading (Optional):**


Businesses in Britain.” In Brannen, Julia and O’Brien, Margaret, eds., *Children in Families.* Falmer Press,*


Casablanca: October 8-11

**B10- October 12: Inequality and Parenting**

**Reading:**

**Further Reading (Optional):**
Bocock and Scott, *Kids in Context,* Chapter 5

**B11-October 14: The Withdrawal of the State, the Flourishing of the Market**

**Reading:**

**Further Reading (Optional):**


Dakar: October 16-19

**B12- October 20: Kids’ Folk Culture**

**Due Third Set of Fieldnotes**

**Reading:**
Bocock and Scott, Kids in Context, Chapter 6.


**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).
B13- October 22:  How Do Children Make Gender?
Reading:
Further Reading (Optional):
Bocock and Scott, Kids in Context, Chapter 9.

B14- October 24:  Children, Care and Transnational families

Takoradi: October 25-26
Tema: October 27-28

B15- October 30: Children as Active Caregivers
Due Fourth Set of Fieldnotes
Reading:
Further Reading (Optional):

B16- November 1: Doing Sociology: How Do We Know What We Think We Know
Due: Come With Some Initial Reflections on Your Findings to Discuss
Study Day: November 2

**B17-November 4:** Changing Family Patterns

QUIZ 3

Reading:

Further Reading (Optional):

**B18- November 6:** Globalization, the State and the Child

Reading:

Rio de Janeiro: November 7-9
In-transit: November 10-11
Salvador: November 12-14

**B19- November 16:** The Cultural Politics of Children’s Rights

Due: Fifth Set of Fieldnotes

Reading:

Further Reading (Optional):


B20- November 18: Children’s Rights in Family Dissolution

Reading:


Study Day: November 19

B21- November 21: Private and Public Power: Abuse and Conflict in Families
Due: Field Lab Comparison Paper with Mock Neighborhood

Reading:


Further Reading (Optional):


Bridgetown: November 22-24

B22- November 26: Youth Activism and Age Inequality
Due: Draft paper for peer feedback

Reading:

B23- November 28: Conclusion
**Due: Peer feedback**


Havana: November 29- December 2:

Study Day- December 3

B24-December 5 (B Day Finals): Final paper due.

**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.)*

**Rotterdam, the Netherlands, September 14**

**Field Lab: 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 in a concise 2-page reflection graded on a check plus/minus basis, and they will compare these observations to those of two other cities we visit along the way. They will write a 3-4 page report on their comparisons, and as part of the exercise, design a mock neighborhood with children in mind. Guidelines will be posted.
**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 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; we will discuss some ideas for potential sites (markets, zoos, playgrounds, etc.) in each port. By the end of the class, students will have 15 hours of field observations on a given theme. Students will apply ideas and arguments from the course reading and discussion to these observations, and then write a 5-page paper about what they have found and what it means for the social studies of childhood. We will have discussions about how we know what we know, or how to analyze data to generate findings, and we will provide drafts for peer feedback before the final submission.

**METHODS OF EVALUATION / GRADING RUBRIC**

Class Participation/Attendance: 20%
Fieldlab assignments: 25%
  Reflection: 10%
  Comparison paper with mock neighborhood: 15%
3 Quizzes: 15%
Final Project assignments: 40%
  Fieldnotes: 20%
  Paper: 20%

**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].”