

SOCIAL PSYCHOLOGY 3ZZ3: SMALL WORLDS: CHILDREN AND CHILDHOOD Winter 2023

Instructor: Dr. Sarah Clancy

Email: clancysj@mcmaster.ca

Lecture: Tuesdays from 9:30-11:30am, with tutorial drop-ins and activities in some weeks following class. Please check the weekly scheduled below for more details. Please see [class format](#) below for more details.

Room: CNH 106

Office: KTH 207

Office Hours: Please see [description](#) below for more details about online office hours. Sophia (course TA) and Dr. Clancy's office hours will be posted on Avenue to Learn closer to the course start date

TA: Sophia Pacini

TA email: pacinis@mcmaster.ca

Course Description

In this course, we will explore children and childhood from a social psychological perspective, including consideration of childhood as a social construction, socialization, and experiences of childhood from a global perspective. The first part of the course will examine global historical conceptions of childhood from the 16th century to contemporary times. This part of the course will also examine theoretical approaches to studying children and childhood, including the "new sociology of childhood," a sociological psychological approach to understanding and studying children and childhood (Albanese, 2009; Christensen and Prout, 2002; Christensen, 2004; Corsaro, 1997; James, Jenks and Prout, 1998; Leonard, 2007; Mandell, 1984; 1988). This part of the course will also look at the unique methodological issues and challenges that are present in research endeavors in the social psychological study of children and childhood, including the "new sociology of childhood," which argues that researchers need to study children from their perspectives and experiences (Albanese, 2009; Christensen and Prout, 2002; Christensen, 2004; Corsaro, 1997; James, Jenks and Prout, 1998; Leonard, 2007; Mandell, 1984; 1988). The second part of the course will discuss the different lived experiences of children and childhood in a global context. Topics under discussion will include socialization and self-identity development, including race, gender, disability, and ethnicity; the peer group; popular culture, commodification, and consumerism; violence, crime and abuse; as well as health, well-being and illness by focusing on the lived experiences of children and childhood in a global context. During the course, we will also examine children as agentic social actors and their engagement in advocacy and/or social justice or social movements, as well as the influence and/or impact of social media on children through the completion of a mini-group written activity assignment.

As the COVID-19 pandemic is a fluid and evolving situation, there may be a need to adjust some features of the course over the duration of the term. Please see the extreme circumstances policy below for more details.

Please note: Please check Avenue to Learn for the most current delivery format (in-person or on Zoom) as it may change pending health regulations, University announcements, or **change temporarily due to illness of the instructor or teaching assistant.** Please check the Back to Mac Website, Avenue to Learn, and your email regularly, as well as prior to attending class/tutorial for updates or any changes.

Course Objectives

- By the end of the course, student should be able to meet 4 of the following 6 program learning objectives of the Social Psychology Program:
 - Appreciate the interdisciplinary nature of Social Psychology and evaluate the contributions that different disciplines contribute to the field. Students will:
 - Gain a critical understanding of social psychology as a field of study, with specific attention to the research on children and childhood
 - Understand the dominant perspectives and theories within social psychology regarding children and childhood
 - Understand critically the major theoretical perspectives and debates in the field and be able to articulate a position. Students will:
 - Gain a critical understanding of children and childhood in a global context from a social psychological perspective
 - Critically reflect on the social psychological theoretical approaches to studying children and childhood
 - Develop critical thinking skills to assess the different lived experiences of children and childhood in a global context
 - Recognize the unique methodological issues associated with research on and with children and childhood
 - Demonstrate effective oral and written communication skills through participation in discussions, debates, activities, presentations, course papers and assignments. Students will:
 - Improve critical reflection skills, as well as research and writing skills through completion of assignments
 - Work on group collaboration skills through participation in group-based course evaluation components
 - Value the importance of professional conduct to promote inclusivity, respectful debate & collaboration and ethical behaviour. Students will:
 - Collaborate with classmates in class as well as on the group assignment
 - Respect academic integrity policies and the student code of conduct

Required Materials and Texts

Required Text

- All course readings are available through McMaster Library Electronic Database or freely online

Recommended Text

- Haig, J., MacMillan, V., Raikes, G. (2021). *Cites & sources, An APA documentation guide*, (6th edition.). Toronto: Nelson.

Class Format

This is an in-person lecture course with online drop-in sessions with your TA (with the exception of a hybrid [in-person and on Zoom] APA workshop on Tuesday February 14, 2023) with no mandatory attendance as pre-recorded lectures will be provided for those who cannot attend classes. If required due to temporary illness of the instructor or TA, or changing public health guidelines, etc., there may be a temporary switch to online classes with either a Zoom class or the viewing of a pre-recorded lecture, depending on the circumstances of the temporary move to an online/virtual class.

Class meetings/lectures/tutorials will not be recorded to protect the privacy of any stories or experiences shared in class. As a result, I **HIGHLY recommend** students reach out to a classmate for any notes, further examples or explanations shared in the in-person class that are not contained in the pre-recorded lectures. Importantly, testable material comes from the lecture material not from any examples or discussions in class. However, this extra material helps further understand the material discussed in class. It is not the responsibility of the instructor or TA to provide information on what is discussed in any in-person class or tutorial.

The class is organized into two modules: Module 1 runs from January 9-January 31, 2023 (introduction to the course and Module 1, Parts 1-3, with Test 1 and a mini-group written activity assignment due during this Module). Module 2 runs from February 1, 2023-April 11, 2023 (Module 1, Part 4 and Module 2, Parts 1-4, with Test 2 due during this Module and a group-based written assignment). Please review the [course schedule](#) below for more information.

Pre-recorded lectures will be available by 8am on the day of any scheduled class, along with lectures slides that can be used to follow along (and make additional notes) for both in-person lecture attendance and/or viewing of the online lecture content. Each part of each Module (not including the Introduction) will contain: (1) PowerPoint slides, along with an identical PDF document, containing lecture slides that are discussed in the lecture recording; and (2) A closed-captioned lecture recording that discusses the lecture slide content for each part of each respective Module. MacVideo lecture files are closed-captioned, and a transcript is provided for those who cannot access the file. In addition

to the course content for each Module, students are required to read the assigned textbook readings. Please review the [course schedule](#) below for more information on the assigned readings.

It is strictly prohibited to post, distribute, transmit, copy, etc., lecture material/notes/recordings in any shape or form (electronically, audio, etc.,) outside of Avenue to Learn and the SAS notetaking program. This includes but is not limited to: online note sharing sites, Facebook, YouTube, Google documents, etc.,.

McMaster University is committed to an inclusive and respectful community. These principles and expectations extend to online activities including email communication, electronic chat groups, video calls and other learning platforms. It is the expectation of this course that all members of the SOC PSY 3ZZ3 community (students, faculty, and staff) are respectful, inclusive, considerate, and professional in all courses related activities and communication with one another.

Course Evaluation – Overview

1. Mini-group written activity assignment – Finding news stories about children as agentic social actors and their engagement in advocacy and/or social justice or social movements as well as the relationship and/or impact of social media on children, 4%, due to dropbox on Avenue to Learn by 11:59pm on Friday January 20, 2023
2. Test 1 - 26%, on Tuesday January 31, 2023 (written online in Avenue to Learn; test access is from **9:30am-11am** with **90 minutes to write the test from when you log in**)
3. Learning about the experiences of childhood: A group-based analytical and application paper - 35%, on Friday March 3, 2023, by 11:59pm to dropbox on Avenue
4. Test 2 - 35%, on Tuesday April 4, 2023 (written online in Avenue to Learn; test access is from **9:30am-11am** with **120 minutes to write the test from when you log in**)

Course Evaluation – Details

Mini-group written activity assignment – Finding news stories about children as agentic social actors and their engagement in advocacy and/or social justice or social movements as well as the relationship and/or impact of social media on children, 4%, due to dropbox on Avenue to Learn by 11:59pm on Friday January 20, 2023

Working in a group (**maximum of 5 students per group – does not have to be the same group as the other group assignment**), the group will collectively select two news story articles from a reputable and credible news source that discuss two different types of experiences of children and/or childhood: (1) children engaged in social justice,

advocacy and/or social movements; and (2) children and social media. The news stories must be published between January 2021 – January 2023 and used to prepare a short one-to-two page written summary for each article addressing the following questions: (1) Why and/or for what reasons you selected a particular news story and identified it as insightful, powerful, or impactful on your understanding of children and/or childhood for each of the respective areas (children engaged in social justice, advocacy and/or social movement and children and social media) ? and, (2) **For the article on social justice and advocacy:** What did this story teach you about children as agentic social actors and their engagement in advocacy and/or social justice or social movements? **For the article on social media:** What did the story teach you about the relationship and/or impact of social media on children? Be sure to explain your reasons clearly and fully. More information on the format and structure will be posted in Avenue during the first week of classes.

Test 1 - 26%, on Tuesday January 31, 2023 (written online in Avenue to Learn; test access is from 9:30am-11am with 90 minutes to write the test from when you log in)

The test will be written online in Avenue to Learn; students will write the test online at the location of their choosing. This test may consist of the following style of questions, such as but not limited to: multiple choice & multiple selection questions, true and false questions, matching questions, and application/conceptual questions that will test your knowledge of course lecture material and assigned readings/videos. This test will be written online in Avenue to Learn and will be a **timed test of 90 minutes** in length. For equity and accessibility, the test is open from **9:30am-11am** with **90 minutes to write the test from when you log in.** **Dr. Clancy will be available via email (clancysj@mcmaster.ca) for any questions or technical issues while writing the test from 9:30am until 12:30pm.** Questions will be answered in the order they are received. If many emails are received at the same time, it may take some time before you receive a response but rest assured, I will reply to your email.

This test is open-book, meaning that you can use your lecture notes and text as resources while writing the test. However, you are not allowed to collaborate with peers nor are you able to take screen shots, post photos, post questions online, access webpages for answers, or any similar behaviour/activity etc., as doing so is a form of academic dishonesty. Please see the policy [here](#) for more information. Additionally, your actions while writing the test in Avenue will be restricted as you will not be able to right-click, go back to a previous page once you have left it in the test, or access other features within Avenue. Strategies are therefore in place to prevent academic dishonesty when writing the online test. Please remember that an open book testing format does not mean you do not need to keep up with class learning content or study for the tests.

If this test is missed, only Faculty-approved absences will be offered consideration for a re-write. As the test is worth 26%, students must visit their respective Faculty office with appropriate documentation for the Faculty to review as it is not eligible for an online MSAF. If Faculty approval is obtained, the make-up date for the online test is **Monday February 6, 2022 at 9:30am**. No other date or time will be offered. It is your responsibility to attend scheduled test dates. In the event of any extreme circumstances (see policy) that prevent the test from being held online on the scheduled test date of January 31, the test will be rescheduled to launch online on Avenue to Learn the following day (February 1) at 9:30am. While it is extremely unlikely that our test will not be held as scheduled online on January 31, it is important to have a contingency plan in place so that the test can be completed as soon as possible without disruption to your student schedule and so each student can plan, accordingly.

Learning about the experiences of childhood: A group-based analytical and application paper - 35%, on Friday March 3, 2023 (DUE BY 11:59PM TO DROPBOX ON AVENUE TO LEARN)

Working in groups of 2 to 4 students, groups will write an analytical paper using the new sociology of childhood to analyze a recent book or film about childhood. The purpose of this assignment is to assess your understanding and theoretical application of course material by analyzing narratives of children, childhood and what it means to be a child, etc.,. **Groups must select 1 book and/or major motion picture/film that provides a narrative account of children and childhood. The book or movie must have a 2019 or later publication/release date.**

Groups are encouraged to run book and movie selections by me or Sophia (course TA) early in the term to ensure they are relevant for the assignment. This paper requires you to use the "new sociology of childhood" theoretical framework to analyze the construction and presentation of children and childhood. This paper allows you to learn in a collaborative environment and prepares you for group work that is required at the 4th year capstone course level in social psychology, as well as other fourth year seminar courses in the Faculty of Social Sciences. Please note that this assignment is a theoretically analytical and critically reflective paper - it is not a synopsis or book summary. The paper should be no longer than 8 pages in length, not including title page and the reference page. **Groups must consult 5 different sources and include them as references in the paper. If you choose to cite lectures and assigned readings, they will count as 1 combined source, no matter how many you cite. The book and/or film does not count towards the required number of references.** More information, including assignment guidelines, will be posted on Avenue during the first week of classes. **Sophia will be hosting an in-person APA workshop starting at 9:30am on Tuesday February 14, 2023 which I encourage everyone to participate in (in-person and Zoom options available).**

Test 2 - 35%, on Tuesday April 4, 2023 (equivalent to a final exam), written online in Avenue to Learn; test access is from 9:30am-11am with 120 minutes to write the test from when you log in

The test will be written online in Avenue to Learn; students will write the test online at the location of their choosing. This test may consist of the following style of questions, such as but not limited to: multiple choice & multiple selection questions, true and false questions, matching questions, and application/conceptual questions that will test your knowledge of course lecture material and assigned readings/videos. This test will be written online in Avenue to Learn and will be a **timed test of 120 minutes** in length. For equity and accessibility, the test is open from **9:30am-11am** with **120 minutes to write the test from when you log in**. **Dr. Clancy will be available via email (clancysj@mcmaster.ca) for any questions or technical issues while writing the test from 9:30am until 1pm.** Questions will be answered in the order they are received. If many emails are received at the same time, it may take some time before you receive a response but rest assured, I will reply to your email.

This test is open-book, meaning that you can use your lecture notes and text as resources while writing the test. However, you are not allowed to collaborate with peers nor are you able to take screen shots, post photos, post questions online, access webpages for answers, or any similar behaviour/activity etc., as doing so is a form of academic dishonesty. Please see the policy [here](#) for more information. Additionally, your actions while writing the test in Avenue will be restricted as you will not be able to right-click, go back to a previous page once you have left it in the test, or access other features within Avenue. Strategies are therefore in place to prevent academic dishonesty when writing the online test. Please remember that an open book testing format does not mean you do not need to keep up with class learning content or study for the tests.

If this test is missed, only Faculty-approved absences will be offered consideration for a re-write. As the test is worth 35%, students must visit their respective Faculty office with appropriate documentation for the Faculty to review as it is not eligible for an online MSAF. If Faculty approval is obtained, the make-up date for the online test is **Monday April 24, 2023 at 9:30am**. No other date or time will be offered. It is your responsibility to attend scheduled test dates. In the event of any [extreme circumstances \(see policy\)](#) that prevent the test from being held online on the scheduled test date of April 4, the test will be rescheduled to launch online on Avenue to Learn the following day (April 5) at 9:30am. While it is extremely unlikely that our test will not be held as scheduled online on April 4, it is important to have a contingency plan in place so that the test can be completed as soon as possible without disruption to your student schedule and so each student can plan, accordingly.

Weekly Course Schedule and Required Readings

Module 1, Parts 1-3: January 9, 2023 to January 31, 2023

Week 1 (January 10, 2022)

January 10 - Introduction to the Course and Understanding children and childhood: A historical and contemporary review (Module 1, Part 1)

Readings:

- Elwell, F.W. (2013). Neil Postman on the Disappearance of Childhood. <http://www.faculty.rsu.edu/~felwell/Theorists/Essays/Postman1.htm>
- Valentine, G. (1996). Angels and Devils: Moral Landscapes of Childhood. *Environment and Planning D: Society and Space*, 24(5): 581-599

Online learning lecture content (lecture slides also useful for in-person class attendance):

- *Introduction to the class*
 - PowerPoint slides (identical PDF document)
- *January 10, 2023 lecture, Module 1, Part 1*
 - PowerPoint slides (identical PDF document)
 - Audio recording and transcript

Notes:

- No tutorials this week
- Please remember to download lecture slides prior to attending class and/or view any online content & connect with a classmate for examples shared in class/discussions in class if not attending in-person

Week 2 (January 17, 2023)

January 17 - Theoretical approaches to studying children and childhood (Module 1, Part 2)

Readings:

- Corsaro, W.A. (1996). Interpretive Reproduction in Children's Peer Cultures. *Social Psychology Quarterly*, 55(2): 160-177
- Hammersley, M. (2017). Childhood Studies: A sustainable paradigm? *Childhood*, 24(1): 113-127
- James, A., and James, A., (2001). Childhood: Toward a Theory of Continuity and Change. *The Annals of the Academic of American Political and Social Sciences*. 575 (1): 25-37
- Matthews, S. (2007). A Window on the 'New' Sociology of Childhood. *Sociology Compass*, (1)1: 322-334

Online learning lecture content (lecture slides also useful for in-person class attendance):

- *Module 1, Part 2*
 - PowerPoint slides (identical PDF document)
 - Audio recording and transcript

Notes:

- **First tutorial– Get to know your TA, Sophia!** Sophia will let you know the format (in-person or on Zoom for this live tutorial session from 11:30-12:20pm)
- Please remember to download lecture slides prior to attending class and/or view any online content & connect with a classmate for examples shared in class/discussions in class if not attending in-person

Week 3 (January 24, 2023)

January 24 - Methodological approaches to studying children and childhood (Module 1, Part 3)

Readings:

- Barker, J. and Weller, S. (2003). Is it fun? Developing children centered research methods. *International Journal of Sociology and Social Policy*, 23(1/2), 33-58
- Goodman, A., Snyder, M., Wilson, K., and Whitford, J. (2019). Healthy spaces: Exploring urban Indigenous youth perspective of social support and health using photovoice. *Health & Place*, 56: 34-42
- Mandell, N. (1988). The Least Adult Role in Studying Children. *Journal of Contemporary Ethnography*, 16(4): 433-467

Online learning lecture content (lecture slides also useful for in-person class attendance):

- *Module 1, Part 3*
 - PowerPoint slides (identical PDF document)
 - Audio recording and transcript

Notes:

- **Tutorial drop-in on Zoom from 11:30-12:20pm** – Sophia will host a drop-in tutorial online on Zoom from 11:30-12:20pm. Please contact Sophia if you would like to arrange an in-person meeting.
- Please remember to download lecture slides prior to attending class and/or view any online content & connect with a classmate for examples shared in class/discussions in class if not attending in-person

Week 4 (January 31, 2023)

January 31 - TEST 1, 26%, ONLINE IN AVENUE TO LEARN (AVAILABLE IN AVENUE TO LEARN FROM 9:30AM-11:30AM EST WITH 90 MINUTES TO WRITE THE TEST FROM WHEN YOU LOG IN), 26% OF FINAL GRADE (TESTING LECTURE AND ASSIGNED READING MATERIAL FROM MODULE 1, PARTS 1, 2, 3)

Readings:

- No assigned readings

Online learning lecture content (lecture slides also useful for in-person class attendance):

- N/A

Notes:

- **No lecture and no tutorials this week: Test 1 online in Avenue**
- **TEST 1 ON TUESDAY JANUARY 31, 2023 (available in Avenue to Learn from 9:30am-11am EST with 90 minutes to write the test from when you log in), 26% OF FINAL GRADE (TESTING LECTURE AND ASSIGNED READING MATERIAL FROM MODULE 1, PARTS 1, 2, 3)**
 - For equity and accessibility, the test is open from **9:30am-11am**, with **90 minutes to write the test from when you log in**. **Dr. Clancy will be available via email (clancysj@mcmaster.ca) for any questions or technical issues while writing the test from 9:30am-12:30pm.** Questions will be answered in the order they are received. If many emails are received at the same time, it may take some time before you receive a response but rest assured, I will reply to your email. For example, if you enter the test at 10am, you will have until 11:30am to submit the test.

Module 2, Parts 1, 2, 3, and 4: February 1, 2023 to April 11, 2023

Week 5 (February 7, 2023)

February 7 – Self, identity, and socialization: Race, ethnicity, gender, and disability (Module 1, Part 4)

Readings:

- Baker, J., Price, J., and Walsh, K. (2016). Unwelcoming communities: Youth observations of racism in St. John's, Newfoundland and Labrador, Canada. *Journal of Youth Studies*, 19(1): 103-116
- Messer, M. (2000). Barbie Girls Versus Sea Monsters: Children Contracting Gender. *Gender & Society*, 14(6): 765-784
- Musto, M. (2019). Brilliant or Bad: The Gendered Social Construction of Exceptionalism in Early Adolescence. *AmSophian Sociological Review*, 84(3): 369-393

- Sall, D. (2019). Convergent identifications, divergent meanings: The racial and ethnic identities of second-generation West African youth. *African and Black Diaspora: An International Journal*, 12(2):137-155

Online learning lecture content (lecture slides also useful for in-person class attendance):

- *Module 1, Part 4*
 - PowerPoint slides (identical PDF document)
 - Audio recording and transcript

Notes:

- **Tutorial drop-in on Zoom from 11:30-12:20pm** – Sophia will host a drop-in tutorial online on Zoom from 11:30-12:20pm. Please contact Sophia if you would like to arrange an in-person meeting.
- Please remember to download lecture slides prior to attending class and/or view any online content & connect with a classmate for examples shared in class/discussions in class if not attending in-person

Week 6 (February 14, 2023)

February 14 – APA Workshop and assignment Q&A with Sophia starting at 9:30am

Readings:

- No assigned readings

Online learning lecture content (lecture slides also useful for in-person class attendance):

- N/A

Notes:

- **APA WORKSHOP AND ASSIGNMENT QUESTIONS ON FEBRUARY 14 WITH SOPHIA – NO LECTURE.**

Week 7 (February 21, 2023)

February 21 – READING WEEK – NO CLASSES/TUTORIALS OR OFFICE HOURS

Readings:

- No assigned readings

Online learning lecture content (lecture slides also useful for in-person class attendance):

- N/A

Notes:

- **NO CLASSES/TUTORIALS & NO OFFICE HOURS OVER READING WEEK BREAK (FEBRUARY 20-24, 2023 INCLUSIVE)**

Week 8 (February 28, 2023)

February 28 – Dedicated class time to work on the upcoming group-based written assignment

Readings:

- No assigned readings

Online learning lecture content (lecture slides also useful for in-person class attendance):

- N/A

Notes:

- **NO LECTURE/CLASS ON FEBRUARY 28. STUDENTS HAVE DEDICATED CLASS TIME TO WORK IN THE LOCATION OF THEIR CHOOSING TO COMPLETE THE UPCOMING GROUP-BASED WRITTEN ASSIGNMENT, DUE ON FRIDAY MARCH 3, 2023**
- **SOPHIA HAS EXTRA DROP-IN ZOOM OFFICE HOURS THIS WEEK FOR ANY PAPER RELATED QUESTIONS DURING CLASS TIME**
- **DR. CLANCY IS ALSO AVAILABLE BY ZOOM APPOINTMENT AND EMAIL FOR ANY QUESTIONS**
- **GROUP PAPER DUE ON FRIDAY MARCH 3, 2023 BY 11:59PM TO DROPBOX ON AVENUE TO LEARN, 35%**

Week 9 (March 7, 2023)

March 7 – Popular culture, commodification, and consumerism: Media portrayals of children and childhood in literature, television, film, and in magazines (Module 2, Part 1)

Readings:

- Graber, Diana, (27 April 2020). "The Kids Are Online: Are They Alright?" *Psychology Today*, available: <https://www.psychologytoday.com/us/blog/raising-humans-in-digital-world/202004/the-kids-are-online-are-they-alright>
- Kelley, P., Buckingham, D., and Davies, H. (1999). Talking Dirty: Children, Sexual Knowledge and Television. *Childhood*, 6(2): 221-242
- Spangler, T. (15 September 2020). Cuties Backlash Led Netflix U.S. Cancellations to Spike Nearly Eightfold, Analytics Firm Says. *Variety*, Available here: <https://www.yahoo.com/entertainment/cuties-backlash-led-netflix-u-125111780.html>
- Zelizer, V. (2002). Kids and Commerce. *Childhood*, 9(4): 375-396

Online learning lecture content (lecture slides also useful for in-person class attendance):

- *Module 2, Part 1*
 - PowerPoint slides (identical PDF document)
 - Audio recording and transcript

Notes:

- **Tutorial drop-in on Zoom from 11:30-12:20pm** – Sophia will host a drop-in tutorial online on Zoom from 11:30-12:20pm. Please contact Sophia if you would like to arrange an in-person meeting.
- Please remember to download lecture slides prior to attending class and/or view any online content & connect with a classmate for examples shared in class/discussions in class if not attending in-person

Week 10 (March 14, 2023)

March 14 – The peer group and relationships (Module 2, Part 2)

Readings:

- Bryon, P., and Hunt, J. (2017). 'That happened to me too': Young people's informal knowledge of diverse genders and sexualities. *Sex Education*, 17(3): 319-332
- Holmberg, A., and Alvinus, A. (2020). Children's protest in relation to the climate emergency: A qualitative study on a new form of resistance promoting political and social change
- Iqbal, H., Neal, S., and Vincent, C. (2017). Children's friendships in super-diverse localities: Encounters with social and ethnic difference. *Childhood*, 24(1): 128-142
- Moore, V.A. (2002). The Collaborative Emergence of Race in Children's Play: A Case Study of Two Summer Camps. *Social Problems*, 49(1): 58-78

Online learning lecture content (lecture slides also useful for in-person class attendance):

- *Module 2, Part 2*
 - PowerPoint slides (identical PDF document)
 - Audio recording and transcript

Notes:

- **Tutorial drop-in on Zoom from 11:30-12:20pm** – Sophia will host a drop-in tutorial online on Zoom from 11:30-12:20pm. Please contact Sophia if you would like to arrange an in-person meeting.
- Please remember to download lecture slides prior to attending class and/or view any online content & connect with a classmate for examples shared in class/discussions in class if not attending in-person

Week 11 (March 21, 2023)

March 21 – Violence, crime, and abuse (Module 2, Part 3)

Readings:

- Best, J., and Horiuchi, G.T. (1985). The Razor Blade in the Apple: The Social Construction of Urban Legends. *Social Problems*, 32(5): 4884-499
- Hemenway, J. (15 September 2020). Young Activists Stand Up for Justice at Black Lives Matter Protests. *Forbes*. Available here: <https://www.forbes.com/sites/unicefusa/2020/09/15/young-activists-stand-up-for-justice-at-black-lives-matter-protests/#2acd88286a13>
- Malik, Nasir Aatina. (2020). Mapping children's play and violence in Kashmir. *Childhood*, 27(3): 354-368
- Memmott. M. (2011). "Stolen as a Baby in 1987, woman reunited with family." Retrieved from <http://www.npr.org/sections/thetwo-way/2011/01/20/133074338/stolen-as-baby-in-1987-woman-reunited-with-family>
- Worthen, M. (2017). "True crime revisited: The Menendez Brothers Case." Retrieved from <https://www.biography.com/news/menendez-brothers-murder-case-facts>

Online learning lecture content (lecture slides also useful for in-person class attendance):

- *Module 2, Part 3*
 - PowerPoint slides (identical PDF document)
 - Audio recording and transcript

Notes:

- **Tutorial drop-in on Zoom from 11:30-12:20pm** – Sophia will host a drop-in tutorial online on Zoom from 11:30-12:20pm. Please contact Sophia if you would like to arrange an in-person meeting.
- Please remember to download lecture slides prior to attending class and/or view any online content & connect with a classmate for examples shared in class/discussions in class if not attending in-person

Week 12 (March 28, 2023)

March 28 – Health, well-being, and illness (Module 2, Part 4)

Readings:

- Brady, G., Lowe, P., and Lauritzen, S.O. (2015). Connecting a Sociology of Childhood Perspectives with the Study of Child Health, Illness and Wellbeing: Introduction. *Sociology of Health & Illness*, 37(2): 173-183
- Dell Clark, C. (2012). Asthma Episodes: Stigma, Children and Hollywood Films. *Medical Anthropology Quarterly*, 26(1): 95-115

- Elkasseem, Siham et al., (2018). Growing up Muslim: The Impact of Islamophobia on Children in a Canadian Community. *Journal of Muslim Mental Health*, 12(1): 3-18
- Nesmith, A., & Ruhland, E. (2008). Children of incarcerated parents: Challenges and resiliency in their own words. *Child and Youth Services Review*, 30(10): 1119-1130

Online learning lecture content (lecture slides also useful for in-person class attendance):

- *Module 2, Part 4*
 - PowerPoint slides (identical PDF document)
 - Audio recording and transcript

Notes:

- **Tutorial drop-in on Zoom from 11:30-12:20pm** – Sophia will host a drop-in tutorial online on Zoom from 11:30-12:20pm. Please contact Sophia if you would like to arrange an in-person meeting.
- Please remember to download lecture slides prior to attending class and/or view any online content & connect with a classmate for examples shared in class/discussions in class if not attending in-person

Week 13 (April 4, 2023)

April 4 – TEST 2, 35%, ONLINE IN AVENUE TO LEARN (AVAILABLE IN AVENUE TO LEARN FROM 9:30AM-11:30AM EST WITH 120 MINUTES TO WRITE THE TEST FROM WHEN YOU LOG IN), 35% OF FINAL GRADE (TESTING LECTURE AND ASSIGNED READING MATERIAL FROM MODULE 1, PART 4 AND MODULE 2, PARTS 1, 2, 3, AND 4)

Readings:

- No assigned readings

Online learning lecture content (lecture slides also useful for in-person class attendance):

- N/A

Notes:

- No scheduled tutorial drop-in session this week
- **No lecture and no tutorials this week: Test 2 online in Avenue**
- **TEST 2 ON TUESDAY APRIL 4, 2023 (available in Avenue to Learn from 9:30am-11am EST with 120 minutes to write the test from when you log in), 35% OF FINAL GRADE (TESTING LECTURE AND ASSIGNED READING MATERIAL FROM MODULE 1, PART 4 AND MODULE 2, PARTS 1, 2, 3, AND 4)**

- For equity and accessibility, the test is open from **9:30-11am**, with **120 minutes to write the test from when you log in. Dr. Clancy will be available via email (clancysj@mcmaster.ca) for any questions or technical issues while writing the test from 9:30-1pm.** Questions will be answered in the order they are received. If many emails are received at the same time, it may take some time before you receive a response but rest assured, I will reply to your email. For example, if you enter the test at 10am, you will have until 12pm to submit the test.

Week 14 (April 11, 2023)

April 11 – Course evaluations – No scheduled class

Readings:

- No assigned readings

Online learning lecture content (lecture slides also useful for in-person class attendance):

- N/A

Notes:

- **No scheduled class on April 11, 2023**
- **Thanks for a great term! Good luck on your exams and term papers. Have a great summer break!**
- **Course evaluations can also be completed during this time. Please check your email from information from the University about accessing course evaluations**

Course Policies

Submission of Written Assignments

Your assignments should be typed and double-spaced in either 10- or 12-point Times New Roman or Arial font. Please submit your assignments to the drop-box on Avenue to Learn on the day that they are due. Emailed assignments will NOT be accepted. Please refer to assignment handouts for information on how, when, and where to submit your assignments.

Assignments and exams are marked fairly and carefully. However, in the event that a student disagrees with their mark, the following procedure will be followed:

1. The student must write a detailed one-page note emailed to the TA outlining the reason for the review of the mark. This note must be attached to the original assignment and emailed to the teaching assistant

2. The teaching assistant will review the request and review the original assignment and provide the student with written feedback via email
3. Students must not submit a request for review any earlier than 2 days after the papers are returned and no later than 1 week after
4. If the student is still unsatisfied with the review given by the teaching assistant, the student may go through step 1 again and submit to Dr. Clancy. Dr. Clancy will review the request and review the original assignment and provide the student with written feedback via email
5. Please note that upon re-review, there is a chance that the new grade may be lower than the original grade received

Late Assignments, Late Penalties, and Flexible 3-day Past Due Date Penalty-Free Extension Paper Submission Policy (please read carefully)

Assignments are due on the date stated in the course outline and assignment handouts. However, there is a flexible 3-day past the due date penalty-free extension in place to help reduce stress and provide greater flexibility to students. For example, if a paper is due on March 3, 2023 by 11:59pm, students can have until March 6, 2023 at 11:59pm to submit the assignment without penalty. However, any papers/assignments submitted after the due date will receive a grade only, no comments. **Students do not need to contact Dr. Clancy or their TA if they choose to submit within the 3-day penalty-free window.** Any paper received outside of the 3-day penalty-free extension will receive a late penalty of 15%, with no paper accepted 10 days after the original due date.

Avenue to Learn

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Office Hours and Email Communication

Sophia (course TA) and I will be holding 1 hour of **by appointment only Zoom** office hours during the week. You must contact us the evening prior to the by appointment Zoom office hour (by 4:30pm) to make an appointment with us so we can send you a Zoom link for the virtual office hour meeting. Requests received after 4:30pm will be moved to the following week of office hours; additionally, if all time slots fill up in one week, you may be asked to join the office hours in the following week. Appointments are taken on a first come, first-served basis. **Please note: office hours will be posted on Avenue to Learn in January. Please be aware: these are not private discussions as they are occurring online.** You will also have the opportunity to chat with your TA and me in-person during scheduled class/tutorial time.

Alternatively, I am also available by email (clancysj@mcmaster.ca). Please use proper email etiquette when sending an email: include the course name in your subject line; provide a salutation (Dear Dr. Clancy); and include your name and student number. **Emails will be answered Monday-Friday between 8:30am and 4:30pm. You can expect a response to your email within 48 hours, excluding weekends, Reading Week break, and holidays. Contact information for Sophia (course TA) will be provided at the start of the term in January.**

University Policies

ACADEMIC INTEGRITY

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. It is your responsibility to understand what constitutes academic dishonesty.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/), located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

AUTHENTICITY / PLAGIARISM DETECTION

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. Avenue to Learn, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more details about McMaster’s use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

COURSES WITH AN ON-LINE ELEMENT

Some courses may use on-line elements (e.g. e-mail, Avenue to Learn, LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

ONLINE PROCTORING

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins. **We are not using online proctoring in this course.**

CONDUCT EXPECTATIONS

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the Code of Student Rights & Responsibilities (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, whether in person or online.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University’s [Academic Accommodation of Students with Disabilities](#) policy.

REQUESTS FOR RELIEF FOR MISSED ACADEMIC TERM WORK

In the event of an absence for medical or other reasons, students should review and follow the Policy on Requests for Relief for Missed Academic Term Work.

ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)

Students requiring academic accommodation based on religious, Indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students should submit their request to their Faculty Office normally within 10 working days of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

COPYRIGHT AND RECORDING

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, including lectures by University instructors

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

EXTREME CIRCUMSTANCES

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, Avenue to Learn and/or McMaster email.

Faculty of Social Sciences E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Course Modification

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-89	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F