

SOCIAL PSYCHOLOGY 3ZZ3: SMALL WORLDS: CHILDREN AND CHILDHOOD Winter 2024

Instructor: Dr. Sarah Clancy
Email: clancysj@mcmaster.ca
Lecture: Mondays 2:30-4:20pm – non-mandatory in-person class; Wednesdays 2:30-3:20pm – tutorial activities in some weeks and/or dedicated time for groups to work on projects. Please see [weekly course schedule](#) below for more information.

Office Hours: By appointment Zoom office hours will be posted in Avenue to Learn at the start of the term.

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. Please check Avenue to Learn and your email regularly, as well as prior to attending class 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 optional drop-in sessions with your TA (except for presentation on February 12 and 14, 2024 [there is an alternative option to in-person presentation – [please see below for more details](#)]) 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.

In-person/day of day class lectures and/or 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. If new data or statistics come to light, please see any notes included in the content section of Avenue under the weekly lecture material as the pre-recorded lecture may not contain this information - lecture slides will be updated to include any updates. Importantly, testable material comes from the lecture material not from discussions in class. However, this extra material helps further understand the material discussed in class. It is not the responsibility of the instructor to provide information on what is discussed in any in-person class.

The class is organized into two modules: Module 1 runs from January 8-January 29, 2024 (introduction to the course and Module 1, Parts 1-3, with Test 1 during this Module). Module 2 runs from January 30, 2024-April 10, 2024 (Module 1, Part 4 and Module 2, Parts 1-4, with Test 2 due during this Module, a mini-group presentation, 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. Test 1 - 26%, on Monday January 29, 2024 (written online in Avenue to Learn; test access is from **2:30pm-4pm** with **90 minutes to write the test from when you log in**)
2. Prepare a brief group presentation for tutorial – 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 on Monday February 12, 2024, by 2:30pm
3. Learning about the experiences of childhood: A group-based analytical and application paper - 35%, on Monday March 4, 2024, by 11:59pm to dropbox on Avenue
4. Test 2 - 35%, on Monday April 1, 2024 (final exam equivalent) (written online in Avenue to Learn; test access is from **2:30pm-4pm** with **120 minutes to write the test from when you log in**)

Course Evaluation – Details

Test 1 - 26%, on Monday January 29, 2024 (written online in Avenue to Learn; test access is from **2:30pm-4pm 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 **2:30pm-4pm** 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 2:30pm until 5:30pm.** 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 **Wednesday February 7, 2024 at 2:30pm**. 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 29, the test will be rescheduled to launch online on Avenue to Learn on January 31 at 2:30pm. While it is extremely unlikely that our test will not be held as scheduled online on January 29, 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.

Prepare a brief group presentation for tutorial – 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 on Monday February 12, 2024 by 2:30pm Working in a group (**maximum of 5 students per group – can be a different group than the other assignment**), you will present a brief oral presentation on a reputable news story on 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. (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? Please be sure to include everyone in the group's first and last names, the title of the articles, and titles of the new sources. Articles should be dated within the past 5 years from 2019-2024. **Students have the option of either presenting in-person in class in tutorial on MONDAY FEBRUARY 12 AND/OR WEDNESDAY FEBRUARY 14, 2024, at an allotted time between the scheduled class times OR the groups can choose to submit an audio and/or video presentation file to the private dropbox on Avenue to Learn. Recorded presentations are due no later 2:30pm on February 12, 2024.** Your TA will provide details on the schedule of in-class presentations. If presenting in-person, please be prepared to present on either of the scheduled days of classes – February 12 or 14th. The purpose of this assignment is to expand our understanding of media coverage of stories related to children and childhood, as well as provide an opportunity for class connectedness and group work via a short presentation.

Learning about the experiences of childhood: A group-based analytical and application paper - 35%, on Monday March 4, 2024 (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 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 do not count**

towards the required number of references. More information, including assignment guidelines, will be posted on Avenue during the first week of classes.

Test 2 - 35%, on Monday April 1, 2024 (equivalent to a final exam), written online in Avenue to Learn; test access is from 2:30pm-4pm 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 **2:30pm-4pm** 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 2:30pm until 6pm.** 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, there are two makeup test dates: **Wednesday April 3, 2024, at 2:30pm or Friday April 12, 2024, at 10am.** No other date or time will be offered. It is your responsibility to attend scheduled test dates. In the event of any [extreme circumstances](#) that prevent the test from being held online on the scheduled test date of Monday April 1, 2024, the test will be rescheduled to launch online on Avenue to Learn on Wednesday April 3 at 2:30pm. While it is extremely unlikely that our test will not be held as scheduled online on April 1, 2024, 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 in advance, accordingly.

Weekly Course Schedule and Required Readings

Module 1, Parts 1-3: January 8, 2024 to January 29, 2024

Week 1 (January 8 and 10, 2024)

January 8 - 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. <https://www.faculty.rsu.edu/users/f/felwell/www/Theorists/Essays/Postman1.html>
- 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 8, 2024 lecture, Module 1, Part 1*
 - PowerPoint slides (identical PDF document)
 - Audio recording and transcript

January 10 – Dedicated time to find group members for upcoming group projects in the course

Readings:

- No assigned readings

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

- N/A

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 15 and 17, 2024)

January 15 - 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

January 17 – Get to know your TA and discussion of group mini-presentation assignment

Readings:

- No assigned readings

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

- N/A

Notes:

- **First tutorial– Get to know your TA on January 17, 2024.** This is an opportunity to come to class and meet your TA who will spend some time going over the upcoming mini-group presentation
- 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 22 and 24, 2024)

January 22 - 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

January 24 – Dedicated study time for Test 1

Readings:

- No assigned readings

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

- N/A

Notes:

- **No tutorial on January 24, 2024 – Dedicated study time for Test 1**
- 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 29 and 31, 2024)

January 29 - TEST 1, 26%, ONLINE IN AVENUE TO LEARN (AVAILABLE IN AVENUE TO LEARN FROM 2:30PM-3:30PM 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

January 31 – Tutorial drop-in for questions about upcoming tutorial group presentations

Readings:

- No assigned readings

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

- N/A

Notes:

- **No lecture on January 29: Test 1 online in Avenue**
- **Tutorial on January 31: Drop-in for questions about upcoming group presentations (on February 12, and if needed, on February 14)**
- **TEST 1 ON MONDAY JANUARY 29, 2024 (access available in Avenue to Learn from 2:30PM-3:30PM 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 **2:30pm-3:30pm**, 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 2:30pm-5pm**. 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 3pm, you will have until 4:30pm to submit the test.

Module 2, Parts 1, 2, 3, and 4: January 31, 2024 to April 10, 2024

Week 5 (February 5 and 7, 2024)

February 5 – 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. *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

February 7 – Tutorial discussion about written group assignment

Readings:

- No assigned readings

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

- N/A

Notes:

- **Tutorial on February 7, 2024** – Discussion about upcoming written group assignment (due on March 4, 2024)
- 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 12 and 14, 2024)

February 12 – Brief tutorial presentations starting at 2:30pm, Part 1

Readings:

- No assigned readings

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

- N/A

February 14 – Brief tutorial presentations starting at 2:30pm, Part 2 (if needed); otherwise, please use this time to catch up on course readings

Readings:

- No assigned readings

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

- N/A

Notes:

- **TUTORIAL PRESENTATIONS WILL OCCUR DURING LECTURE-CLASS TIME ON MONDAY FEBRUARY 12, AND IF NEEDED, ON WEDNESDAY FEBRUARY 14. YOUR TA WILL COMMUNICATE THE IN-PERSON SCHEDULE FOR THOSE WHO ARE ELECTING THAT OPTION FOR THE PRESENTATION. IF FEBRUARY 14 IS NOT NEEDED FOR THE PRESENTATIONS (AS THEY ARE ALL COMPLETED ON THE 12TH), PLEASE USE THIS TIME WISELY TO CATCH UP ON COURSE READINGS**

Week 7 (February 19 and 21, 2024)

February 19 and 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 19-25, 2024, INCLUSIVE)**

Week 8 (February 26 and 28, 2024)

February 26 and 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 26 OR 28. STUDENTS HAVE DEDICATED CLASS TIME TO WORK IN THE LOCATION OF THEIR CHOOSING TO COMPLETE THE UPCOMING GROUP-BASED WRITTEN ASSIGNMENT, DUE ON MONDAY MARCH 4, 2024 BY 11:59PM TO THE DROPBOX ON AVENUE**

- **GROUP PAPER DUE ON MONDAY MARCH 4, 2024 BY 11:59PM TO DROPBOX ON AVENUE TO LEARN, 35%**

Week 9 (March 4 and 6, 2024)

March 4 – 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

March 6 – No tutorial - Independent film viewing

Readings:

- No assigned readings

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

- Please view the following CBC document on residential schools in Canada: <https://www.youtube.com/watch?v=ToUVHjr1xK0>

Notes:

- **No tutorial drop-in on March 6, 2024** – Independent film viewing instead.
- As the content may be triggering, please see below for some support resources:
 - **Indigenous Wellness Counsellor, Indigenous Student Services** (nusseya@mcmaster.ca) – for students
 - **Indigenous Students Health Sciences Office** (ishs@mcmaster.ca)

- counsellor@mcmaster.ca) – for students and employees
 - **Indian Residential School Survivors and Family Hotline**, 1-866-925-4419
 - **Hope for Wellness Help Line**, 1-855-242-3310 or connect to the online chat at hopeforwellness.ca
 - **Elder-in-Residence, Indigenous Student Services** (counsellor@mcmaster.ca) – for students and employees
- 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 11 and 13, 2024)

March 11 – 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

March 13 – Tutorial drop-in for any course related questions and clarifications

Readings:

- No assigned readings

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

- N/A

Notes:

- **Tutorial drop-in on March 13, 2024** – Tutorial drop-in for any course related questions and clarifications
- 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 18 and 20, 2024)

March 18 – 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

March 20 – Tutorial drop-in for questions about the returned graded papers

Readings:

- No assigned readings

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

- N/A

Notes:

- **Tutorial drop-in on March 20, 2024** – Tutorial drop-in for questions about the returned graded papers
- 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 25 and 27, 2024)

March 25 – 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

March 27 – Tutorial drop-in for any course related questions, clarification, or Test 2 related questions

Readings:

- No assigned readings

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

- N/A

Notes:

- **Tutorial drop-in on March 27, 2024** - Tutorial drop-in for any course related questions, clarification, or Test 2 related questions
- 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 1 and 3, 2024)

April 4 – TEST 2, 35%, ONLINE IN AVENUE TO LEARN (AVAILABLE IN AVENUE TO LEARN FROM 2:30PM-4PM 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 MODAY APRIL 1, 2024 (available in Avenue to Learn from 2:30PM-4PM 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 **2:30PM-4PM**, 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 2:30-6pm**. 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 3pm, you will have until 5pm to submit the test.
- **THERE IS AN ALTERNATE MAKE-UP TEST DATE ON WEDNESDAY APRIL 3, 2024, AT 2:30PM FOR THOSE WHO CANNOT WRITE THE TEST ON MONDAY APRIL 1, 2024. PLEASE SEE ABOVE FOR MORE DETAILS, INCLUDING ONE FINAL MAKE-UP TEST DATE.**

Week 14 (April 8 and 10, 2024)

April 8 and April 10 – By appointment Zoom drop-in with Dr. Clancy and course evaluations – No scheduled classes

Readings:

- No assigned readings

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

- N/A

Notes:

- **If you want to discuss anything about the course, you can make a Zoom appointment with Dr. Clancy for Monday April 8 between 2:30-4pm.**
- **No scheduled class on April 8 or April 10, 2024, as this is time to meet privately with Dr. Clancy on Zoom and/or complete course evaluations should you choose to do so. Please check your email for information from the University about accessing course evaluations.**
- **Thanks for a great term! Good luck with your exams and term papers. Have a great summer break!**

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 Dr. Clancy outlining the reason for the review of the mark. This note must be attached to the original assignment and emailed to Dr. Clancy
2. Dr. Clancy 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. Please note that upon re-review, there is a chance that the new grade may be lower than the original grade received

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-90	A
80-84	A-

MARK	GRADE
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

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 for students. For example, if a paper is due on March 4, 2024, by 11:59pm, students can have until March 7, 2024, 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 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.

Use of Generative Artificial Intelligence in this class

Students are not permitted to use generative AI in this course. In alignment with [McMaster academic integrity policy](#), it “shall be an offence knowingly to ... submit academic work for assessment that was purchased or acquired from another source”. This includes work created by generative AI tools. Also state in the policy is the following, “Contract Cheating is the act of “outsourcing of student work to third parties” (Lancaster & Clarke, 2016, p. 639) with or without payment.” Using Generative AI tools is a form of contract cheating. Charges of academic dishonesty will be brought forward to the Office of Academic Integrity

Office Hours and Email Communication

I will be hosting 1 hour of **by appointment only Zoom** office hours during the week. You must contact me the evening prior to the by appointment Zoom office hour (by 4:30pm) to make an appointment with your me so I can send you a Zoom link for the virtual office hour. 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 take place online on Zoom.**

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, evenings, Reading Week, and any holidays or university closures.**

Course Modification

The instructor reserves the right to modify elements of the course during the term. If any 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 their McMaster email and course websites weekly during the term and to note any changes.

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.

APPROVED ADVISORY STATEMENTS

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-proceduresguidelines/), located at <https://secretariat.mcmaster.ca/university-policies-proceduresguidelines/>

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

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.

Email Communication

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 Tasks), 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/her/their discretion.

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.

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.