**EDEC 3613, Fall 2019**

**Introduction to Early Childhood Education**

**University of North Texas**

**Department of Teacher Education and Administration**

**Instructor:** Darla Taylor, PhD

**Course Meets:** Wednesday, 5:30 p.m. – 8:20p.m. in Matthews Hall 112

**Office:** Matthews Hall 205-G

**Office Hours:** T/Th 12:30-2:30; by appointment

**E-mail:** [Darla.Taylor@unt.edu](mailto:Tran.Templeton@unt.edu)

**Note on email:** \*\*When you email, include **EDEC 3613** in the subject line.

**OVERVIEW**

This course provides you with an introduction to the study of children and childhoods. We will undertake this through the ***sociology of childhood*** as a way to emphasize a dynamic relational approach to understanding children. This model assumes that childhood is a structural form and that children are active social agents who *impact, and are impacted by,* society and their social surroundings. Over fifteen weeks we will engage in the study of children and childhoods, and my hope is that you will walk away from the class seeing the complexity of young children. Children do not exist for us to manage, impart our wisdom, and instruct; to be a teacher means to see children as worthy of our study, thought, care, and generous interpretation. We have much to learn from children, if we only allow ourselves to be in a position of uncertainty, of questioning, and of needing to know more about them.

**REQUIRED TEXT**

Corsaro, W. A. (2018). *The sociology of childhood* (5th ed.). Thousand Oaks, CA: Sage.

**You need to bring this book to every single class.** Other texts (videos) will be linked via Canvas. Access Canvas via your my.unt.edu account or <https://unt.instructure.com/>

**OBJECTIVES**

By the end of this course, you should be able to:

1. Read about and analyze, from a sociological perspective, children and childhoods;
   1. Apply concepts from the sociology of childhood to children’s culture and play (e.g. childhood as a structural form, play as a mode of interpretative reproduction, children’s use of secondary adjustments, etc.);
   2. Develop skills of observation and interpretation through an introduction to ethnographic observations;
   3. Account for children’s perspectives on matters that they have knowledge of and the issues that affect them;
   4. Create, pursue, and present a podcast (aimed toward teachers) that explores an issue relevant to children and childhoods.
2. Implicate discursive constructions of childhoods with teaching practices and philosophies (or how might this contribute to teach practices and philosophies)
3. Understand that childhoods intersect with race, gender, class, religion, etc. and that there are differential impacts depending on a child’s social position;
4. Co-create an ongoing archive of childhoods that contributes to understanding childhoods as multiple, complex, and shifting as a result of individuals’ situated lives within time/space.

**COURSE STRUCTURE**

The course will be interactive and will include a mix of provocations (interactive lectures), small/large group discussions, and group led activities. **Your attendance and active participation are important to the success of the class.** All readings should be done before class, and you should come prepared to each class with notes, ideas, and questions to pose to your classmates. As an instructor, I understand that there are multiple ways of participating in class, and therefore, I have designed the course to honor the multiple modes we use to engage with course content. That is, while I would not force you to speak up in large group, I do expect that you engage in small group discussions and activities.

**Important:** The provocations are not intended to summarize the required readings; they are meant to complement the text. The expectation is that you read ***before***you come to class.

**COURSE ASSIGNMENTS**

Further details will be provided about the assignments during the semester.

**Participation and attendance:** **The primary reason for not doing well in this course would be related to tardies and absences.** In addition to the points for this, other assignments are highly contingent on your being in class and accessing the material discussed *during class*. While this accounts for 200 points of your final grade, missed classes will result in a maximum grade (see attendance policy).

**In-class exit tickets**: These are in-class exit tickets that are randomly assigned. You must be in class in order to complete them, and there are no exceptions to this. These tickets will pose different questions from class that day. [150 points]

**Theories of childhood quiz:** This is comprised of questions related to the big ideas we discuss in the first three weeks of class. Your responses should reflect your understandings of the course content from the text *and from class lectures/discussions*. [50 points]

**In-class assignments:** Over the course of three days, we will be working on observations and interpretations of children’s play and exploration. **There will be in-class assignments that I will collect from you. [150 points]**

**Childhoods across generations, Interview assignment:** You will interview a person ***at least*** 15 years older than you to better understand their childhoods, including the local and global systems that have influenced their developing and being in the world. [75 points]

**Archive of childhoods:** Across the semester, you will contribute to an ongoing class archive of childhoods (using Google MyMaps). There are 5 timepoints when you will be asked to post and reflect on an artifact (or two) of childhoods. These will be related to:

* the interviewee’s childhood [50 points]
* your childhood [50 points]
* your family’s traditions and/or practices [50 points]
* a pop culture phenomenon from your childhood [50 points]
* a contemporary pop culture phenomenon of children today [100 points]
* a larger sociohistorical issue that affects childhoods [50 points]

**Film reflection:** This is a 2-3-page single-spaced paper that reflects on 1-2 themes from the *Preschool in Three Cultures* films (both the original and the revisited versions). You can choose to write about the notion of play, independence, “discipline,” children’s humor and games, for example, that may be reflected in these films. [100 points]

**Podcast:** The final project will be a group podcast that you will develop with a teacher audience in mind. The podcast will discuss an issue related to childhood (as in, *any* issue, but for example, bullying and abuse, media and television, immigration policies). It should present material and ideas related to the class but in ways that would be accessible to teachers. You may choose to interview children and/or adults for this podcast. [50 points for the preliminary plan, 150 points for the final]

**Final reflection:** This 2-3-page single-spaced reflection will take into account the class archive of childhoods and the podcast projects (your own and 2 others that you should listen to). In it, you will address how a sociology of childhood framework could be useful to teaching and classroom practice. [75 points]

**COURSE EVALUATION**

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Due Date** | **Points** |
| Introduction post & 2 responses to peers | Mon & Tues, 08/29 & 08/31 | 50 |
| Exit tickets | Random dates | 150 |
| Participation & attendance  \*also see attendance policy | Every class date | 200 |
| Short answer quiz | Wed, 09/12 | 50 |
| Interview assignment | Sat, 09/14 | 75 |
| Three in-class observation assignments | Wednesdays, 09/18 & 09/25, & 10/23 | 150 |
| Archive of childhoods posts (6) | See course calendar for dates | 350 |
| Preliminary podcast plan | TBA | 50 |
| Reflection on films | Mon, 11/11 | 100 |
| Group podcast | Wed, 12/04 | 150 |
| Final reflection | Wed., 12/11 | 75 |
|  | **TOTAL:** | 1400 |

**COURSE GRADING SCALE**

A = 1253-1400 points (90%-100%)

B = 1113-1252 points (80%-89%)

C = 973-1112 points (70%-79%)

D = 834-972 points (60%-69%)

F = <833 points (<59%)

**Course Calendar**

**\*The instructor reserves the right to change the course calendar, readings, and**

**assignments to meet the needs of the class.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Class Date** | **Discussion Topic** | **Reading (read before class)** | **Assignment** |
| **WEEK 1**  Aug. 28, 2019 | Course Orientation  Social theories of childhood, pt. I |  | Complete Getting to know you “quiz” on Canvas by Thursday, 08/29 at 11:59 p.m. and post to two peers by Saturday, 08/31 at 11:59 |
| **WEEK 2**  Sept. 4, 2019 | Social theories of childhood, pt. II  The structure of childhood and children’s interpretive reproductions | Corsaro (2018), Ch. 1  Corsaro (2018), Ch. 2 |  |
| **WEEK 3**  Sept. 11, 2019 | Historical views of childhood and children  Childhoods across time and space | Corsaro (2018), Ch. 4  Watch *Voices of Children* (link in Canvas – turn on Closed Captioning) | Short answer quiz due by Thursday 09/12 at 11:59 p.m.  Interview assignment due by Saturday, 09/14 at 11:59 p.m.  Post representative artifacts with write-ups to the class archive of childhoods by Monday, 09/16 at 11:59 p.m. |
| **WEEK 4**  Sept. 18, 2019 | Studying children and childhoods | Look over class archive of childhoods  Corsaro (2018), Ch. 3 | (In-class assignment) |
| **WEEK 5**  Sept. 25, 2019 | The art and craft of listening to children | Paley (2007) | (In-class assignment) |
| **WEEK 6**  Oct. 2, 2019 | Social change, families, and children | Corsaro (2018), Ch. 5 | Bring to class an artifact related to your own family.  Post a family artifact with write-up to the class archive of childhoods by Thursday, 10/03 at 11:59 p.m. |
| **WEEK 7**  Oct. 9, 2019 | Children’s peer cultures and interpretive reproduction | Look over class archive of childhoods  Corsaro (2018), Ch. 6 |  |
| **WEEK 8**  Oct. 16, 2019 | Children’s pop culture – what we think we know about children’s interests | Watch *Mickey Mouse Monopoly* (link in Canvas)  Look over class archive of childhoods  Select and view 4-5 texts online related to an aspect of contemporary childhood pop culture. Be prepared to share in small groups in class. | Bring to class an artifact related to your own childhood.  Post pop culture artifact from your own childhood (with write-up) to the class archive of childhoods by Thursday, 10/17 at 11:59 p.m. |
| **WEEK 9**  Oct. 23, 2019 | Children’s pop culture – what children know about their own interests  Sharing and control in initial peer cultures  Discuss podcast | Corsaro (2018), Ch. 7  Watch *Preschool in Three Cultures* (link in Canvas) | Bring to class an artifact related to contemporary childhoods.  With your group, select an issue related to contemporary childhoods to explore in your final group podcast project.  (In-class assignment)  Post a contemporary pop culture artifact (with ***extensive*** write-up) to the class archive of childhoods by Thursday, 10/24 at 11:59 p.m. |
| **WEEK 10**  Oct. 30, 2019 | Conflict and differentiation in the initial peer culture  Work on preliminary podcast plan with group | Look over class archive of childhoods  Corsaro (2018), Ch. 8  *Preschool in Three Cultures Revisited* (link in Canvas) |  |
| **WEEK 11**  **Nov. 6, 2019** | Preadolescent peer cultures  Work on preliminary podcast plan with group | Corsaro (2018), Ch. 9 | Reflections on an issue of childhood reflected in the three films (*Preschool in Three Cultures* Original & Revisited)due by Monday, 11/11 at 11:59 p.m. |
| **WEEK 12**  **Nov. 13, 2019** | Children, social problems, and the family  Children, social problems, and society | Corsaro (2018), Ch. 10  Watch *Please Vote for Me* (link in Canvas)  Corsaro (2018), Ch. 11 | Bring to class an artifact related to a socio-historical moment that impacts childhoods.  Post artifact with a write-up on its relevance to childhood to the class archive of childhoods by Thursday, 11/14 at 11:59 p.m. |
| **WEEK 13**  **Nov. 20, 2019** | **Thanksgiving Eve** | **Thanksgiving Eve** | **Thanksgiving Eve** |
| **WEEK 14**  **Nov. 27, 2019** | The future of childhood  Implications: Why should teachers understand childhoods as multiple | Look over class archive of childhoods  Corsaro (2018), Ch. 12 | Work on podcast |
| **WEEK 15**  **Dec. 4, 2019** | Presentation day: listening party | Prepare an excerpt to be played in class | Podcasts due by class time 12/4 |
| **Dec. 11, 2019 Finals Week** | No class | Upload final individual reflection (of class archive of childhoods and podcasts) to Canvas by Wednesday, 12/11 at 11:59 p.m. |  |

**COURSE POLICIES**

**Canvas:** We will use Canvas as the platform for the course, and all assignments should be uploaded there. From time to time, I may make revisions, based on the needs of the class or inclement weather days. Those revisions will be announced on Canvas, and the appropriate changes will be made to the module. It is your responsibility to check Canvas for course updates and messages from me.

**Class Attendance:** Attendance is required, as is punctuality. Your contributions are important and valuable as learning is a social (Vygotsky, 1979) and dialogic (Freire, 1970) process. If, due to an emergency, you must miss a class session or arrive late, please email me as soon as possible before class. You should check with a classmate about any material that you missed.

*Any absences and tardiness will affect your participation* ***and*** *final grade (and my relationship with you!).* You will be deducted points for tardies and absences, and if you miss 2 classes, you cannot make greater than a 95% for the final course grade. Every missed class after that is an additional 5% off of your final course grade (if you miss 3 class, you cannot make more than 90% in the class, considering you score perfectly on all other things). I come to know each of my students and am genuinely concerned if I don't see you in class; please be mindful of this. I know that life happens; if you are not able to contact me beforehand, it is your responsibility to contact me and discuss your situation as soon as possible.

**Assignments:** All written assignments must be completed on time. If you are unable to turn in your assignment on the specified due date, please make arrangements with me ahead of time. Without prior arrangements, five percentage points will be deducted for each day late beyond the due date. All written assignments must be completed in APA style (<http://www.apastyle.org/> or <https://owl.english.purdue.edu/owl/resource/560/01/>). You must submit assignments via Canvas.

Assignments have been intentionally assigned throughout the semester to align with the course readings and meetings. Assignments have been assigned to time points that allow me to give you ample and timely feedback so please be respectful of this. **If you turn an assignment in late, you will receive less feedback.** In addition, turning assignments in after the due date can put undue pressure on you to compensate for the tardiness, and it can put me in the unnecessary, and time-consuming, position of “keeping tabs on you”.

**Extra credit:** I do not give extra credit assignments, so it is important for you to do your best on the work that is already assigned in the course.

**Incompletes:** All assignments need to have been completed for a grade to be issued. Incompletes will not be granted, with the exception of a documented emergency.

**Technology in the Classroom:** You can bring your digital devices to class, but I trust that you will use it to take notes or conduct class-related inquiries. In this technological age, let’s use our computers for good and not for evil ☺ (by distracting ourselves or others, etc.). In other words, please use your devices in class for course purposes. Use your phones only if necessary. Let me know ahead of time if you have family responsibilities or personal situations that require the use of your phone during class.

***Integrity***

Students who submit work either not their own or without clear attribution to the original source, fabricate data or other information, engage in cheating, or misrepresentation of academic records will be subject to charges. **Any infraction of this nature, whether it be a phrase or more, will result in a grade of a 0 (zero) for the assignment.** Please also see the department policies in the following section for more on this.

Integrity beyond question is expected of every student.Every source used to inform written work, whether expressed in quotation marks or simply integrated into the substance of the paper, accessed in print or Internet publication, must be appropriately cited. Documented plagiarism will be reported to the appropriate College official. All work submitted in this course must be the student’s own and original, which means that it has not been submitted for any other course or publication*.*

Plagiarism violates academic integrity ***(and it also affects my personal relationship with you).*** Any attempt to present someone else’s work as your own, on papers, exams, transcripts, etc. constitutes plagiarism, a form of theft and fraud. There are various forms of plagiarism of which the following are most common. It is your responsibility to ensure that you clearly distinguish between your words and ideas and those of other authors, and to understand proper ways to give credit to other authors and sources.

1.  *Word-for-word plagiarism*.  This includes (a) the submission of another student’s work as your own; (b) the submission of work from any source whatever (book, magazine, or newspaper article, unpublished paper, or thesis, internet) without proper acknowledgement by footnote or reference within the text of the paper; (c) the submission of any part of another’s work without proper use of quotation marks and citation.

2.  *Patchwork plagiarism*.  This consists of piecing together of unacknowledged phrases and sentences quoted verbatim (or nearly verbatim) from a variety of sources.  The mere reshuffling of other people’s words does not constitute “original” work.

*3. Unacknowledged paraphrase*.  It is perfectly legitimate to set forth another author’s facts or ideas in one’s own words, but if one is genuinely indebted to the other author for these facts or ideas, the debt must be acknowledged by footnote or reference within the text of the paper.

**NOTEWORTHY**

**Food/Housing Insecurity:**Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students, Suite 409 at the University Union. The UNT Food Pantry is a useful resource for students who may need it. Please visit the website for more details, or see me about this: <https://deanofstudents.unt.edu/resources/food-pantry>

**Title IX Services:** Sexual discrimination, harassment, & assault: The federal Title IX law makes it clear that violence and harassment based on sex and gender are civil rights violations. UNT’s Dean of Students’ website offers a range of resources to help support survivors, based on their needs: <http://deanofstudents.unt.edu/resources>. Renee LeClaire McNamara is UNT’s Student Advocate and she can be reached via email at [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu) or by calling the Dean of Students’ office at 940-565-2648.

**University Mental Health Services:** I recognize that it is not easy to be a student. School is one aspect of your busy life, and while it’s important to stay the course, it’s also important to acknowledge when you may need more support. UNT’s Counseling Center, as well as the Student Health and Wellness Center, offer support through counseling, care for your well-being and psychiatric health, workshops for socio-emotional challenges, etc. These services are confidential, and most of these services are covered by your tuition. Feel free to see me for more support on this and/or refer to the following website: <https://speakout.unt.edu/content/mental-health-resources>

**EDEC 3613: Intro to Early Childhood**

**Childhoods across Generations, Interview Assignment**

**Rationale:** This assignment is meant to support your understanding that childhood varies across time and space (thus ***childhoods*** in the plural). For this, you will interview a person ***at least*** 15 years older than you to better understand their childhood, including the local and global factors that have influenced their developing and being in the world.

**Value:** 75 points

**Due** by Saturday, June 8th at 11:59 p.m.

**Turn in:** 950-1250-word reflection of your interview (you can single- or double-space this paper). Also attach your interview questions, but they are not included in the word count.

**Include the following details in a narrative format:**

1. An introduction to the person you interviewed
   1. Who are they? Include some demographics (e.g. age, race, gender, ethnicity, socioeconomic class etc.)
   2. When/where you interviewed them
   3. Why you chose to interview them
2. Summary description of the person’s childhood:
   1. Where/when they grew up & with whom (e.g. family composition)
   2. What were some key moments or parts of their childhood which were important to them?
   3. How do any events/factors in their life seem to have impacted them/their childhood?
3. Discussion of two themes that came up in your interview ***(remember that a theme is a broad idea that encapsulates several details or pieces of evidence)***
4. Conclusion of what you learned about childhoods from conducting this interview
   1. You can also consider what other questions you wish you had asked or what you’d like to know more about.
5. Make connections from parts 2, 3, and/or 4 back to course readings, big ideas, and/or discussions. These connections may not be obvious so think a bit about that

**EDEC 3613: Archive of Childhoods**

**Artifacts**

**Instructions:** In posts to our digital “Archive of Childhoods,” you’ll post an ‘artifact’ related to the topic at hand to our class Google MyMaps map. You should place your artifact on the map in a location of significance. There are two major components to the post:

1. The artifact will be an image (photo or drawing), a video, or an audio file, for example. It should represent the object, idea, place, or story that you’re referencing in the written part of the post. You should title in your post.
2. You will also add a paragraph that describes the significance of the artifact. First state your name (“Posted by Tran Templeton”). Then include the following:
   1. What the artifact is and what it represents
   2. What you know and have learned about it
   3. How children likely learn(ed) from it and/or how they experience(d) it
   4. How it might have impacted children and childhoods
   5. What you genuinely wonder about it

* Example are presented on the following pages. I have also posted it onto our map [LINK OBSCURED].

**HIGHLY RECOMMENDED:** Create your post (especially the writing part) somewhere else first (and save it) before putting it on the Google Map (just in case someone accidentally deletes yours).

**Due Dates (by midnight)**

- Monday, Sept. 16th: 2 posts – 1 related to the interviewee and 1 related to your own

childhood [100 points]

- Thursday, Oct. 3rd – 1 post related to your family [50 points]

- Tuesday, Oct. 17th – 1 post related to a pop culture phenomenon from your

childhood [50 points]

- Thursday, Oct. 24th – 1 extensive post related to contemporary children’s pop culture

[100 points]

- Thursday, Nov. 14th – 1 post related to a socio-historical moment [50 points]

**[350 points total]**

**Example of Post for Interview (Post #1)**



**Artifact:** Mother’s Little Helper Kitchen Tools

**Post**: Posted by TNT. In an interview with [interviewee’s name], she brought a small vintage rolling pin that she mentioned resembled one she had received from her father, who was very dear to her. The earliest version that I could find of this set of A&J Mother’s Little Helper Kitchen Tools was from the 1920s, and according to one website, the original box read “All little girls should learn to cook for they’ll be ladies soon.” While the toys could be used by any gender to interpret kitchen scenes that they experience at home, it seems as though the company geared it towards girls. This is evidenced in the tagline *and* in the title of the set “*Mother’s* Little Helper”. In class we’ve talked about how these messages communicate something to children about the roles they should play in society. However, when [interviewee] discussed this, she did not say so much about whether this contributed to her gender role as a mother. So I wonder if this has more significance to her as an object gifted to her by her father than it does as an object that ‘teaches her how to be a girl [or lady!].’ I’d love to know more about the roles that toys have played in changing childhoods for different genders. Maybe children of all genders did play with these toys, despite the messaging?

**Example of Your Own Childhood (Post #2)**

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**Artifact:** Speak & Spell Machine

**Post**: Posted by TNT. Thinking about a toy that was special to me (as the baking set was special to [interviewee]), I couldn’t help but think of my Speak & Spell. As I remember it, my parents got it for me as a gift. That kind of gift was rare because we had very little money when I was little. I remember spending so much time with it, doing as it was meant for: learning how to spell. My research online led me to discover that it was developed in the late 70s by Texas Instruments (a company known for its learning technologies). Its technology was “state of the art”, and it was meant to be a “learning machine” (Thoughtco.com). I carried it around everywhere, and now that I think about it, it’s similar to how I carry my laptop around with me wherever I go too. It was, after all, my first digital device. Did this teach me not only spelling but also prepare me for the future of a more digitized, portable world? Back in the 80s when I had mine, the machine was pretty pricey (and especially so for a working-class immigrant family), about $200 in today’s dollars. My parents must have saved up quite a bit for this (only for me to lose it one day). I wonder how the cost of digital technologies impact working class families in ways that it doesn’t as much affect others?