



EDEC 3613.006: Childhoods across Time, Space, and Place

Fall 2026

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Course Description

This course expands the study of children and childhoods from EDEC 1010 using a Sociology of Childhood framework. Grounded in the understanding that childhood is shaped by diverse social and historical contexts, this course views children as active social agents who shape, and are shaped by, their surroundings and learning environments.

Designed for future educators, this course directly aligns with the Texas Educator Standards (19 TAC §235.21). Over the semester, students will examine how various family structures, cultural contexts, language experiences (e.g., language brokering), and social environments influence children's learning and development. Students will learn to recognize children's unique strengths, home backgrounds, peer cultures, and material worlds as valuable learning assets (Standard 2).

In the latter part of the course, candidates will translate these understandings into responsive pedagogical practices. Through observational assessment, analysis of children's media and material culture, and active listening to children's perspectives, students will develop skills to design inclusive, supportive, and differentiated learning environments (Standard 4) that cultivate a sense of belonging and community in early childhood classrooms.

Course Structure

This class will meet weekly and is a discussion based course in which we collectively analyze and discuss various course readings, artifacts of childhoods, and multimedia provocations. It is imperative that you come to class prepared by completing the assigned readings, videos and/or brief research. Therefore, your attendance is essential for your success in the course. Please check Canvas each week to see what the readings/engagements are as they may shift based on your interest in various topics and our pacing as the semester progresses.

Course Objectives

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

1. Analyze childhoods from a sociological perspective: Examine how childhood is socially constructed and shaped by diverse historical, cultural, familial, and community contexts, recognizing students' diverse home backgrounds as valuable learning assets.
2. Apply sociology of childhood to peer culture and play: Interpret children's peer culture, play, and material/popular culture to understand how children act as active social agents within and beyond the classroom.
3. Develop skills in observation, active listening, and theoretical reframing: Practice active listening, rapport building, and observational assessment in child-centered contexts—stepping back from traditional adult perspectives to observe children's verbal and non-verbal cues, peer logic, and lived experiences, and reframing these observations through childhood theories to inform responsive teaching.
4. Examine language and cultural experiences as assets: Understand the lived experiences of children across diverse contexts—including roles such as language brokering—and leverage these linguistic and cultural experiences to support learning and development.
5. Design responsive and differentiated learning environments: Translate insights from child observations into responsive pedagogical practices and differentiated instructional plans that foster classroom community, agency, and a strong sense of belonging.

How to Succeed in this Course

Communication practices: Connect with me through email and/or by attending office hours. During busy times, my inbox becomes rather full, so if you contact me and do not receive a response within two business days, please send a follow up email. A gentle nudge is always appreciated.

Academic success resources: UNT strives to offer you a high-quality education and a supportive environment, so you learn and grow. As a faculty member, I am committed to helping you be successful as a student. To learn more about campus resources and information on how you can be successful at UNT, go to unt.edu/success and explore unt.edu/wellness. To get all your enrollment and student financial-related questions answered, go to scrappysays.unt.edu.

ADA accommodation statement: The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the [Office of Disability Access](http://studentaffairs.unt.edu/office-disability-access) website (<http://studentaffairs.unt.edu/office-disability-access>). You may also contact ODA by phone at (940) 565-4323.

Our Learning Community

I value the many perspectives students bring to our campus. Please work with me to create a classroom culture of open communication, mutual respect, and belonging. All discussions should be respectful and civil. Although disagreements and debates are encouraged, personal attacks are unacceptable. Together, we can ensure a safe and welcoming classroom for all. If you ever feel like this is not the case, please stop by my office and let me know. I also encourage you to review UNT's student code of conduct so that we can all start with the same baseline civility understanding (Code of Student Conduct) <https://policy.unt.edu/policy/07-012>. We are all learning together.

Materials You Need

There are no required texts for this course. All texts will be uploaded to Canvas, corresponding with each week. Supplemental readings provided by the instructor using online links, electronic copies, and/or handouts.

Course Schedule

Below is a list of topics and assignments we will be working on together throughout the course.

**The readings and assignments on this calendar are subject to revision.*

COURSE SCHEDULE OF TOPICS

Week	Topic	Assignment (see Canvas for videos and readings)
Foundations – Sociology of Childhood & Critical Lens		
Week 1 08/19	Course introduction & Sociology of Childhood	Galman (2019) Weekly Reading Notes (In-class)
Week 2 08/26	Unpacking Assumptions & Representations	Woodrow (1999) Weekly Reading Notes
Week 3 09/02	Childhoods Across Space, Place, & Times	Hart (2015) Weekly Reading Notes/ Lead the Class
Week 4 09/09	Differentiated Childhoods	Crafter (2017) Weekly Reading Notes/ Lead the Class Intergenerational Interview
Children in the World (Social Systems, Schooling, & Policies)		
Week 5 09/16	Schooling Across Cultures	Orellana (2009) Weekly Reading Notes/ Lead the Class
Week 6 09/23	Children's Rights	UNICEF Weekly Reading Notes/ Lead the Class
Week 7 09/30	Social change (shifts) shaping children and childhoods	Foss (2020) Weekly Reading Notes/ Lead the Class
Week 8 10/07	Social Policies, Families, & Global Issues	Childhood Issues Critical Analysis
Childhood Culture (Peer Culture & Pop Culture)		

Week 9 10/14	Interpretive Reproduction & Peer Culture	Corsaro (2003, Ch. 6) Weekly Reading Notes/ Lead the Class
Week 10 10/21	Friendships, Sharing, & Social Dynamics	Corsaro (2003, Ch. 2 or 3) Weekly Reading Notes/ Lead the Class
Week 11 10/28	Children's Popular Culture & Symbolic Worlds	Semuel (2018) Weekly Reading Notes/ Lead the Class
Week 12 11/04	Critical Analysis of Children's Texts/Media	Gray (2019) Weekly Reading Notes/ Lead the Class Talking with Children
Observation & Listening: Understanding Children's Agency		
Week 13 11/11	Agency and childhoods	Uprichard (2008) Weekly Reading Notes
Week 14 11/18	Listening to Children's Voices	Voices of Children documentary
Thanksgiving Break		
Week 16 12/02	Final thoughts on the future of childhoods	Archive of Childhoods

Students will be notified by Eagle Alert if there is a campus closing that will impact a class and describe that the calendar is subject to change, citing the Campus Closures Policy (<https://policy.unt.edu/policy/15-006>).

Course Evaluation

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

Attendance & Participation: Your attendance and participation in class is the key to success in this course and more importantly to you getting the most out of this class. In addition to attending class, you should also be an active learner. An active learner prepares for class by completing the assigned readings/tasks and participates in class activities and discussions through thoughtful engagement which entails critical thinking, open-mindedness, reflexivity, and productive, respectful dialogue.

Weekly Reading Notes/ Reflections: Engaging with the readings and multimedia texts assigned each week prior to class is essential as they are our foundation for our work and discussions in class. Each week, you will submit notes/reflections on the readings. We will discuss in class what are some possible formats (e.g., sketch notes or audio/video recordings of notes). Regardless of the format, your reflections should include a synthesis of the major idea(s) of the text AND how the text expanded, challenged or deepened your thinking about children, classrooms and/or curriculum.

Lead the Class: Working in assigned groups, students will design and lead a 20-minute interactive class session based on the designated week's readings and topic. Rather than delivering a traditional lecture or summarizing the readings, your primary goal is to facilitate

active learning and critical dialogue. Your session should engage your peers as "active agents," inviting them to unpack assumptions, analyze concepts through a sociological lens, or experience pedagogical scenarios from a child-centered perspective.

Intergenerational Interview: To understand how childhood varies across time, space, and place (childhoods in the plural), you will interview a person at least 15 years older than you. This assignment will help you develop an asset-based view of children's diverse historical, cultural, and familial backgrounds. d their development and being in the world.

Childhood Issues Poster: As future educators and child advocates, you will research and present a current global or local issue affecting children and childhoods today. This assignment is designed to deepen your understanding of how broader societal contexts (historical, cultural, social, and economic) shape children's lived experiences and how educators can respond thoughtfully in their professional roles.

Talking with Children: You will engage in an informal, 15–20 minute conversation with a child to explore their world of popular culture, play, and peer friendships. Moving away from the traditional "adult gaze," this project focuses on active listening, rapport building, and observational assessment to understand children as active social agents.

Archive of Childhoods: Throughout the semester, we explore how childhood is dynamic, plural, and shaped by diverse socio-historical contexts, peer cultures, and societal structures. This cumulative assignment invites you to build an "Archive of Childhoods"--a curated collection of media artifacts that capture the multifaceted nature of growing up across time, space, and place.

Assignment	Points
Attendance & Participation (10 pts each week)	150
Weekly Reading Notes (10 pts each week)	120
Lead the Class	80
Intergenerational Interview	100
Childhood Issues Poster	100
Talking with Children	100
Archive of Childhoods	100
TOTAL:	750

Course Grading System

A = 675-750 points (90%-100%)

B = 600-674 points (80%-89%)

C = 525-599 points (70%-79%)

D = 450-524 points (60%-69%)

F = <449 points (<59%)

Assignment Deadlines: All discussion responses, tasks, and assignments must be completed in APA style and turned in on time via Canvas. Deadlines are 11:59 p.m. Central Time on the date

listed. All assignments must be completed in full before they are submitted. Grades will not be given for incomplete submissions.

Late Work: I understand that situations will arise occasionally causing you to need an extension on an assignment. If you are unable to turn in your assignment beyond the deadline, please make arrangements with me ahead of time (not on the due date). *If you turn assignments in late, I reserve the right to only provide a grade and zero to few comments.* Without prior arrangements, ten points will be deducted for each day late beyond the due date. No assignments will be accepted after one week.

Looking at assignments ahead of time and redoing assignments: With a large class, I cannot look at your work ahead of time to make sure you are "on track" or allow assignments to be redone for a higher grade. I will provide you with examples for all of the assignments so be sure to use them as guides for your own. If you use them and the rubric, as well as edit your work for clarity, you should be okay!

Academic Integrity and Academic Dishonesty: Academic Integrity is defined in the UNT Policy on Student Standards for Academic Integrity. Academic Dishonesty includes cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty, and sabotage. Any suspected case of Academic Dishonesty will be handled in accordance with university policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade of "F" in the course. Further sanctions may apply to incidents involving major violations. The policy and procedures are available at: Academic Integrity Policy (PDF) (<https://policy.unt.edu/policy/06-003>).

A/: In this course, I want you to engage deeply with the materials and develop your own critical thinking and writing skills. For this reason, the use of Generative AI (GenAI) tools like Claude, ChatGPT, and Gemini is not permitted. While these tools can be helpful in some contexts, they do not align with our goal of fostering the development of your independent thinking. Using GenAI to complete any part of an assignment will be considered a violation of academic integrity, as it prevents the development of your own skills, and will be addressed according to the Student Academic Integrity policy (<https://policy.unt.edu/policy/06-003>).

Attendance and Participation

Attendance: This course is designed and organized to be highly collaborative and interactive. Our sessions will involve small and whole group activities and discussions. Therefore, your attendance and participation are essential to the learning of everyone in our course. It is very difficult to be enriched by discussions and collaborations if you are not physically present or prepared for class. [University policy 06.039](#) will be followed for attendance problems. If necessary, students may miss one class with a valid excuse (see [university policy for excused absences](#)) and not face penalties related to their grade (yet students are encouraged to save this absence for illness or emergencies that may arise). Students must let the instructor know as soon as possible if they will be missing class. It is the students' responsibility to obtain all notes and handouts missed during their absence. All assignments are due on dates indicated on the syllabus regardless of student absences. A second absence will result in a loss of points from the total grade. **In the event that a student misses four or more classes, they will receive a failing grade.** Please note: it is the student's responsibility to drop this course, if necessary.

Tardiness: Students who miss more than one hour of class will be considered absent from that class meeting. Chronic tardiness or early departure will result in the lowering of a final grade at

the instructor's discretion (arriving more than 15 minutes late or leaving more than 15 minutes early)

Technology: You may use your tablet or laptop during class. However, at the same time, I know that having your computer or tablet open can be challenging as it can be distracting when there is so much at your fingertips—but please try to refrain from distracting yourself and your peers.

Additional UNT Policies and Resources

[Student Support Services and Policies](#)

There are many resources available on this site that may be worth bookmarking.

Educator Preparation Standards

The UNT Educator Preparation Program curriculum includes alignment to standards identified by the Texas State Board of Educator Certification (SBEC) for beginning educators. These standards are addressed throughout your preparation and assessed through the TExES Certification exams required for your teaching certificate. Additionally, the Commissioner of TEA has adopted these rules pertaining to Texas teaching standards:

Texas Administrative Code Requirements for Teacher Certification

The [Texas Administrative Code Title 19, Part 7, Subchapter 235](#) Educator Preparation Standards address the discipline that deals with the theory and practice of teaching to inform skill-based training and development. The standards inform proper teaching techniques, strategies, teacher actions, teacher judgements, and decisions by taking into consideration theories of learning, understandings of students and their needs, and the backgrounds and interests of individual students for candidates pursuing the EC-6 certification.

Instructional Planning and Delivery. Early Childhood-Grade 6 classroom teachers demonstrate understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students and makes learning relevant for today's learners. Early Childhood-Grade 6 classroom teachers must:

- 1) develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes;
- 2) effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement;
- 3) connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities;
- 4) plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn;
- 5) use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students;
- 6) differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans;
- 7) plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning;
- 8) integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts;

- 9) ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction;
- 10) encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals;
- 11) set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems;
- 12) provide opportunities for students to engage in individual and collaborative critical thinking and problem solving;
- 13) monitor and assess students' progress to ensure that their lessons meet students' needs;
- 14) provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts; and
- 15) adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.

Knowledge of Student and Student Learning. Early Childhood-Grade 6 classroom teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs. Early Childhood-Grade 6 classroom teachers must:

- 1) create a community of learners in an inclusive environment that views differences in learning and background as educational assets;
- 2) connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts;
- 3) understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources;
- 4) understand the role of language and culture in learning and know how to modify their practice to support language acquisition so that language is comprehensible and instruction is fully accessible;
- 5) understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills; and
- 6) identify readiness for learning and understand how development in one area may affect students' performance in other areas.

Content Knowledge and Expertise. Early Childhood-Grade 6 classroom teachers exhibit an understanding of content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and the ability to match objectives and activities to relevant state standards. Early Childhood-Grade 6 classroom teachers must:

- 1) have expertise in how their content vertically and horizontally aligns with the grade-level/subject area continuum, leading to an integrated curriculum across grade levels and content areas;
- 2) identify gaps in students' knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas;

- 3) keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline;
- 4) organize curriculum to facilitate student understanding of the subject matter;
- 5) understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions;
- 6) promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners;
- 7) teach both the key content knowledge and the key skills of the discipline; and
- 8) make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences.

Learning Environment. Early Childhood-Grade 6 classroom teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning. Early Childhood-Grade 6 classroom teachers must:

- 1) embrace students' backgrounds and experiences as an asset in their learning;
- 2) maintain and facilitate respectful, supportive, positive, and productive interactions with and among students;
- 3) establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences;
- 4) create a physical classroom set-up that is flexible and accommodates the different learning needs of students;
- 5) implement behavior management systems to maintain an environment where all students can learn effectively;
- 6) maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning;
- 7) maximize instructional time, including managing transitions;
- 8) manage and facilitate groupings in order to maximize student collaboration, participation, and achievement; and
- 9) communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.

Data-Driven Practices. Early Childhood-Grade 6 classroom teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed. Early Childhood-Grade 6 classroom teachers must:

- 1) gauge student progress and ensure mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning;
- 2) analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning; and
- 3) design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.

Professional Practices and Responsibilities. Early Childhood-Grade 6 classroom teachers consistently hold themselves to a high standard for individual development, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity. Early Childhood-Grade 6 classroom teachers must:

- 1) reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement;
- 2) seek out feedback from supervisor, coaches, and peers and take advantage of opportunities for job-embedded professional development;
- 3) adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s);
- 4) communicate consistently, clearly, and respectfully with all members of the campus community, administrators, and staff; and
- 5) serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.