

Sociology 154EC  
Prof. Gene Lerner  
Office SSMS 3411  
Study Table: Thurs. 2:00 – 4:00 PM (*in the lab*)  
Lerner@soc.ucsb.edu

Fall 2014  
TA: Ellie Sciaky  
SSMS 3410  
Monday. 2:00 – 4:00 PM  
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## **The Sociology of Early Childhood**

This course will examine the social life of very young children through direct engagement with field recordings of children and their caregivers absorbed in the mundane conduct that comprises their everyday lives. We will focus on what very young children (in the first few years of their lives) know about social life and how they use what they know to construct the social-interactional episodes that make up their social world. To put this in some perspective, we will look briefly at other social species as well.

The course will take a “Lecture + Lab” format. In addition to attendance and participation at lectures, students’ active participation in Lab sessions is an essential component of the course. In Lab sections you may engage in some discussion of the readings (research into the specific conduct that constitutes the social lives of very young children between about 12 months and 30 months of age) but for the most part you will be analyzing that conduct yourself with an eye to constructing careful descriptions of the sequences of action that make up very young children’s everyday activities. *Learning how to analyze children’s interactions yourself is crucial to doing well in this course.*

### HUMAN SUBJECTS CLEARANCE

Because you will be engaged in examining recordings of “human subjects” (i.e. children and their caregivers) you are required to complete the online Human Subjects tutorial and test by the end of the second week of the quarter. *You can be dropped from the course if you have not completed this test by the end of the second full week.* Here is where you will find the Human Subjects Training Module:

<http://hstraining.orda.ucsb.edu>

Login ID: SOCL-LE-GE-029                      Owner:                      LERNER  
Email: Lerner@soc.ucsb.edu (*I will not be informed if you do not enter my email address.*)

### REQUIRED READING

*Soc. 154EC Reader* (At the Alternative in the UCen: See GauchoSpace for ordering details.)

Your goal in reading for this course should not be to memorize lots of details, but to develop the capacity to assess how (and how well) the analysis fits the data presented in the readings and in lecture. *In this course you will be asked to take the descriptions found in the readings and apply them to other episodes of recorded interaction.*

## COURSE REQUIREMENTS

Your grade will be based on three take-home exams. All of these will require you to examine field recordings of very young children *in detail* and describe how their social interactions are organized. Each exam will ask questions that require you to synthesize ideas from the readings and lectures and methods of analysis practiced in Lab sections, and then apply your understanding to the analysis of recorded data. Each written response should be a concise, well-crafted expression of your ideas. All work must be typed and double-spaced. *Exams turned in one class session late will be lowered one full grade.* You are encouraged to co-author Exam I (only) with one other student in your Lab section (or you can choose to produce a single-authored response). Instructions for completing the exams will be given out in class. Exam I=20%, Exam II=40%, Exam III=40%; Exams (I & II only) that receive below 'C-' must be rewritten to try for a higher grade up to a 'C'. Exams at 'C-' can be rewritten up to a 'C'.

“FIRST DAY” TUTORIAL: The Exams for this course may bear little resemblance to the work you have done in most other social science courses. You must learn new reading and writing skills to match the very close, moment-by-moment examination of children's actual social life that you will be required to do in this course. To help you 'hit the ground running' and to prepare yourself to do well in this course right from the beginning, we have created an introductory tutorial on GauchoSpace. Please spend some time with this tutorial in the next few days and then complete Lab Assignment 1 BEFORE attending the first lab section. **Written completion of the Lab Assignment is your ticket for admission to your Week 1 Lab Section!**

EXTRA CREDIT ASSIGNMENT: As an incentive to conquer the readings in a timely fashion, you can submit a typed summary of each reading assigned for that week to the TA at the BEGINNING of the Tuesday lecture –starting with the two Wootton readings for Week 1, with summaries due Oct 8\* in your Lab section. Please submit a separate summary for each reading, but staple them together. Remember your name & section time.

Each summary should have the following format: In OUTLINE form, summarize IN YOUR OWN WORDS the main points and/or findings the article's author is trying to communicate to you. Summary outlines must be brief – no longer than about one page in length. To be given credit the TA must be able to tell from this summary that you have read and understood the article. If you hand in 14 acceptable Reading Summaries on time (out of a possible 18), you will be given the extra credit: your course grade will be raised by one step (e.g. from "B-" to "B" or from "B+" to "A-" etc.). An exemplary Reading Summary can be found on GauchoSpace.

## OFFICE HOURS / STUDY TABLE

Office Hours for this course will take the form of a "Study Table." Unlike ordinary office hours, this will be a chance to ask questions about the lectures, the readings and especially the assignments in a group discussion and review setting. In this way, you can not only get answers to your own questions, but you will be able to hear the questions and comments of your classmates. The TA and I will each conduct weekly 2-hour Study Tables in the Interaction Analysis Lab (SSMS 3410). My Study Table will meet Thursdays 2:00 – 4:00 pm. The TA's Study Table will meet Mondays 2:00 – 4:00 pm.

# READING SCHEDULE

Week 0  
(Oct 2)

## PROLOGUE

Tomasello     A puzzle and a hypothesis  
Gopnik        Ancient questions and a young science  
Gopnik        What children learn about people.

Week 1  
(Oct 7)

## REVEALING THE SOCIAL LIFE OF VERY YOUNG CHILDREN

Wootton        Overview of arguments and procedures  
Wootton        Children's practices and their connections with 'mind'

Week 2  
(Oct 14)

## ON THE OBSERVABILITY OF ACTION

Lerner         Action and the appearance of action in the conduct  
                  of very young children  
Kidwell        'Observability' in the interactions of very young  
                  children

Week 3  
(Oct 21)

## ON POINTING AS A UNIQUELY HUMAN ACTION

Jones          A child's point and the achievement of intentionality  
Liszkowski    Reference and attitude in infant pointing  
Tomasello     Why don't apes point?

• **Exam I** distributed

Week 4  
(Oct 28)

## ON THE STRUCTURE OF ACTION AS A RESOURCE FOR ACTION

Byrne          Parsing behavior: A mundane origin for an extraordinary  
                  ability  
Lerner         Formal structures of practical tasks

Week 5  
(Nov 4)

## ON OBJECTS IN ACTION

Garvey         Play with objects  
Kidwell        Joint attention as action  
Wootton        Obtaining an object from a young child: the social  
                  organization of a set of practices

Week 6  
(Nov 11)

{*No new readings*}

• **Exam II** distributed

**\*\* NO CLASS ON TUESDAY\*\***

Week 7  
(Nov 18)

ON SEEING WHAT (AND HOW) OTHERS SEE AS A RESOURCE FOR ACTION

Kidwell      Gaze as social control: how very young children differentiate 'The Look' from a 'Mere Look' by their adult caregivers

Kidwell      Gaze shift as an interactional resource for very young Children

Week 8  
(Nov 25)

ON PRODUCING CHILDHOOD DISPUTES

Maynard      Offering and soliciting collaboration in multi-party disputes among children (and other humans)

Goodwin  
Kyratzis      Games of Stance: Conflict and Footing in Hopscotch  
Preschool girls' and boys' verbal conflict strategies in the United States and China

**\*\* NO LAB ON WEDNESDAY\*\***

**\*\* NO CLASS ON THURSDAY\*\***

Week 9  
(Dec 2)

{*No new readings*}

• **Exam III** distributed

Week 10  
(Dec 9)

ON BECOMING A GENDERED BODY

Martin      Becoming a gendered body: practices of preschools

Finals  
Week

Exam III due in the Lab between Noon and 1:00 PM on Wed. Dec 17.