To Our Readers,

The Winter 2008 Newsletter is about teaching – where and how it's done and some thoughts about the pedagogical future of the history of children and youth. Steve Mintz leads off with a revised version of comments prepared for a teaching session at the summer conference in Sweden. Steve's thoughts on teaching the history of childhood are followed by descriptions of three recently created interdisciplinary childhood studies programs. Harvey Graff has made available his article from the Journal of American History and he includes new syllabi for the courses first described in 1999. Miroslava Garcia-Chavez, Vassiliki Theodorou, and Margot Hillel discuss their courses and teaching experiences. And Anne Rubin and Jim Marten offer accounts of unique class projects to elicit student interest in the history of children and youth. As always, this Newsletter also has "news": about SHCY and the new Journal; member accomplishments; upcoming events; history of childhood websites; and recent publications and dissertations.

New Columns, New Faces
We want to take this opportunity to introduce Stephen Gennaro, the new editor for columns about teaching the history of childhood and Miroslava Chavez-Garcia, who will edit a column devoted to the history of youth of color, and reintroduce Sean Martin, who has taken over the "Websightings" column. Steve is a cultural historian of youth and media. He has a PhD in Communications from McGill University in Montreal and is currently teaching in the Children's Studies Department at York University in Toronto, Canada. He has over 10 years of teaching experience at all levels from nursery school to graduate studies and has been developing curriculum for public school boards and private institutions for close to 15 years. Steve has plans to take the teaching section of the Newsletter in several new directions; he writes:

In future newsletters, the teaching section of the newsletter should incorporate two components that collectively will discuss pedagogy and children’s studies: one that deals with happenings in the field and one that deals specifically with curriculum. For each issue, in connection with the theme of the newsletter itself- contributors will be asked to write small pieces (500 words) that talk about happenings in the field that deal with teaching and that topic. As one example, you might discuss a course that deals with that particular theme. Furthermore, I would like to include in each newsletter classroom and lecture activities (with suggested readings). If you have contributions for the teaching column please send an email and brief CV to sgennaro@yorku.ca
Miroslava is an associate professor in the Chicana/o Studies Program at the University of California, Davis. She is the author of *Negotiating Conquest: Gender and Power in California, 1770s-1880s* (University of Arizona Press, 2004), and she is currently at work on a manuscript on youth of color in California reformatories, 1890s to 1940s. Miroslava sends this invitation to SHCY members:

Are you interested in recovering the voices of youth of color in history? Do you believe we know too little on the experiences of African American, Mexican American, Asian American, and Native American youth in history? Are you willing to share what work you've done or plan to do on these little known topics? I plan to edit a *Newsletter* column dedicated to the study of youth, race/ethnicity, and history as well as class, gender, sexuality, and culture. All topics -- including children and youth in slavery, native attitudes towards adolescents, native youth and boarding schools, race and juvenile justice, for instance -- are welcomed. The purpose of the column is also to build a network of scholars and a space to share resources. Send your ideas to chavezgarcia@ucdavis.edu

Sean Martin has been a *Newsletter* co-editor and he has now volunteered to take over as author/editor of "Websightings," our column on new and exciting websites about the children and youth. Sean is Associate Curator for Jewish History at the Western Reserve Historical Society in Cleveland, Ohio. He is the author of *Jewish Life in Cracow, 1918-1939* (Mitchell Vallentine, 2005) and his current research focuses on the history of Jewish children's aid associations in interwar Poland. If you have suggestions for the column, contact Sean at seanmartin1@juno.com.

*Newsletter Needs Your Help*

The *Newsletter* editors hope these examples will inspire others to volunteer for *Newsletter* duty. And we want to extend a special invitation to those who work on topics or live in areas of the world beyond the bounds of the United States. We want our *Newsletter* to be representative of the breadth of our field and to do that we need your help. Please consider hosting an issue about a particular subject or joining us as a *Newsletter* editor. And as always, let us know how the *Newsletter* can better serve the needs of members and the SHCY. (Contact Kathleen at kjwj@vt.edu)

*Next Issue*

For the next issue, we want to focus on the subject of violence, violence against children and violence by children. As always, the *Newsletter* is not a place to publish research articles – send them to the editors of the new *Journal of the History of Childhood and Youth*. In the *Newsletter*, we ask you to share thoughts about where and how historians might explore the intersection of youth and violence, brief research updates, bibliographic essays, and how you address it in the classroom. Please contact us with your suggestions for the next *Newsletter*, which will be published in August.

In the meantime, we hope you enjoy *Newsletter #11,*

    Kathleen Jones, Margot Hillel, Colleen Vasconsellos
Join SHCY

Johns Hopkins University Press, publisher of the Society's new journal, now handles all membership issues. Annual dues, which include a subscription to the journal, are $50 for regular members and $25 for student memberships (additional charges are added to cover mailing the journal to members outside the United States).

Members have access to a complete directory of SHCY members on the JHUP website. The online membership application can be found at https://associations.press.jhu.edu/cgi-bin/shcy/shcy_membership.cgi

Subscription information is also linked to the SHCY website http://www.h-net.org/~child/SHCY/index.html
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Contributors to Newsletter #11
From the President, Paula Fass

I had the best and most satisfying experience teaching an undergraduate course in the history of childhood this past fall semester. Several things came together to make the class especially engaged and put the pedagogical stars into favorable alignment. I was asked by the Dean of Undergraduates to offer a liberal arts course under the aegis of the College of Letters and Sciences, called Discovery Courses at Berkeley. These are aimed at upperclassmen eager to expand their intellectual horizons beyond the usual departmental offerings into new and exciting (cutting edge) fields of research. All the students are there voluntarily and come from across the campus.

The class was filled, all one hundred allotted spaces, and we could have drawn two hundred had I asked for a larger classroom. With two excellent teaching assistants (rare in upper division lectures) and an assortment of outstanding monographs chosen from our burgeoning list of books in the field, we were able to use Mary Ann Mason and my compilation as the reading base and went from there. By committing myself to refreshing my older set of lectures (I have been teaching a course in the history of childhood for about eight years) with new visual materials from the internet and lots of printed sources that I put on power point (newly learned during my leave last year), the course now had a wide set of teaching tools, excellent readings, and an enthusiastic audience. I had the best time ever and a class of very happy students with grades way above the usual. Several of these students have now enrolled as history majors and are in my undergraduate research seminar this semester.

There is clearly an eager audience of students out there and we are well positioned to fill a growing consciousness about the history of children and youth. Taking the history of childhood to the people has become my goal for the next several years. In April, I will be talking about the history of childhood to the organization of development psychologists at Berkeley who have asked me to give a lecture in their lunch series. In addition to bringing the subject to as a large a campus audience as possible, I am taking the subject off campus. In February I will be speaking with the association of public school teachers of Alameda County about how they can use children’s history in their high school history courses. They invited me, a good sign that there is growing knowledge about our field as an important new source for history in the schools. I have also lectured to University of California alumni and alumni retirees about the history of childhood.

All of us have the opportunity to make what we do available to a large audience. Public school teachers are an important source for encouraging the incorporation of the history of childhood into history curricula. We want to make them aware of the growing literature in the field and about our brand new journal where they can get some of the latest scholarship. Alumni too are eager to stay on top of things. Our own students, both undergraduate and graduate, many of whom will themselves become teachers, remain our very best audience. I will be making use of all the teaching opportunities that come my way and hope that others will join me. There is an audience out there eager to learn and eager to teach about the history of children and youth.

With my very best wishes for a happy and peaceful New Year to all.

Paula S. Fass
Launching the *Journal of the History of Childhood and Youth*
Martha Saxton, Amherst College

The editors and the Society are delighted to offer the first issue of the *Journal of the History of Childhood and Youth* featuring an array of most distinguished scholars engaged in the study of children and childhood. (Subscribe to the Journal.)

Our first issue opens with Paula Fass’s invitation to participate in a broadly expansive field that she describes as global in scope and breathtakingly interdisciplinary, drawing not only on history’s traditional allies like sociology, anthropology, and psychology, but fields like neurobiology. In keeping with these ambitions, a variety of distinguished contributors like Peter Stearns, Bianca Premo, and Hsiung Ping-chen provide assessments of the state of the field in the U.S. and abroad, its progress and its challenges.

A roundtable of thoughtful scholars from a recent SHCY conference assess the ways in which age as a category of analysis opens possibilities for analyzing history that produces unique and otherwise unattainable insights, both about children and childhood but also about society, its values and conflicts.

In addition, we have included policy pieces by legal and immigration expert Jacqueline Bhabha, and by anthropologists Alcinda Honwana on child soldiers and Pamela Reynolds on the shortcomings of the South African Truth and Reconciliation Commission on documenting the enormous role of children in the overthrow of apartheid.

Finally, we inaugurate a permanent feature of the new Journal: the object lesson. In this issue, we are proud to present Wendy Ewald’s haunting photographs of a refugee boy from the war torn Democratic Republic of Congo hoping for a new life free of violence and chaos in United Kingdom.

The Journal is to be launched on February 9, 2008, by five public presentations at a one-day conference, *GENERATION*, at Amherst College. The launch event is sponsored collaboratively by the University of Massachusetts, Amherst College, Smith college, and the Five College Childhood Studies Faculty Seminar.
GENERATION: A Conference to Celebrate the Launch of the JOURNAL OF THE HISTORY OF Childhood AND Youth

February 9, 2008, 10am-1pm Amherst College Alumni House

Public Presentations:
The History of Childhood & Youth is Not Child's Play
- Kriste Lindenmeyer, author of The Greatest Generation Grows Up

Very Special Children: Childhood, War, and History
- James Marten, author of Children for the Union

Dying Young: Stories from the History of American Youth Suicide
- Kathleen Jones at Virginia Tech & author of Taming the Troublesome Child

From Feebleminded to Developmentally Disabled: Children & the Politics of Disability
- Michael Grossberg, author of Governing the Hearth

Converging Paths?: Youth, Religions, & Coming of Age in American History
- Jon Pahl, author of Youth Ministry in Modern America

A collaborative conference between the University of Massachusetts, Amherst College, Smith College, & the Five College Childhood Studies Faculty Seminar
Teaching the History of Childhood
Steven Mintz, Columbia University

It would be hard to imagine a subject more difficult to teach—or more rewarding—than the history of childhood. Truly interdisciplinary, the history of childhood must necessarily draw upon anthropology, art history, biology, demography, developmental psychology, law, literature, philosophy, and sociology, among other disciplines. Unlike courses that can be organized in a purely chronological fashion, the history of childhood’s multidisciplinary character means that courses must combine chronology with topical approaches—including such topics as children’s culture, diversity and inequality, children and war, friendship and peer relationships, and biological realities and cultural variation—and ongoing debates, such as how much childhood has changed over time and how extensively children’s developmental stages have varied. Public policy is another key aspect of any course on the history of childhood, looking at the shifting ways that adults have sought to protect, punish, and educate children. Adoption, child abuse and neglect, children’s rights, disability, juvenile delinquency, orphanhood, schooling, and welfare policies are among the public policy topics that our courses address.

Because childhood is not a unitary subject, but varies by age, class, gender, ethnicity, and many other variables, courses on the subject necessarily emphasize diversity. More than any other subject I can think of, evidentiary issues are central to courses on the history of childhood. Such courses almost invariably deal with the way that children have been represented in art, film, and literature; with material culture and the artifacts of childhood; with the challenges of recovering children’s voices, especially through autobiographies and memoirs. And in addition, perhaps more than any other field, this subject must speak to contemporary controversies: Whether, for example, childhood is disappearing, whether children’s well-being is declining, and whether the commercialization and colonization of children’s culture and the proliferation of new technologies are fundamentally altering the experience of childhood in negative ways.

Historians of childhood bring to their classes a distinctive disciplinary gift: We see the world dynamically, diachronically, and longitudinally, and therefore are in a unique position to assess the losses, gains, and tradeoffs that have accompanied historical change. We know something that many other disciplines tend to downplay or ignore: That our definition of childhood, our anxiety and paranoia about children, our obsession with our own kids and neglect of others, our confusion of our convenience with children’s needs—all are products of history, and are, therefore, changeable. We are the scholars best positioned to answer certain crucial questions, such as whether there are "natural" stages of human development, or at least in part these are the products of society and culture and history?

Course Paradigms
In examining history of childhood syllabi available on the H-Childhood website (http://www.h-net.org/~child/syllabi/) or elsewhere on the Internet, it becomes clear that instructors have embraced a number of competing paradigms or organizing principles. There is a model that rests on intellectual history, periodizing the history of childhood in terms of the Reformation, the Enlightenment, Romanticism, Darwinism, and Freudianism. There is a modernization model, which divides childhood into distinct eras, pre-modern, modern, post-modern, or pre-industrial, proto-industrial, industrial, and post-industrial. There are courses that wrestle with the Aries
paradigm, whether the sixteenth and seventeenth centuries brought a newfound emotional attachment, imaginative investment, and philosophical interest in the child. There are paradigms resting on implicit assumptions of progress or conversely on declension, that the history of childhood is marked by the increasing ability of children to enjoy a childhood as a time of play and schooling and an increase in children’s autonomy and agency, or, alternatively, by the regimentation of children’s lives and juvenilization of children and the prolongation of dependence. Then, there are paradigms that chart the history of childhood in terms of shifting cultural ideals, for example, of the rise and fall of an ideal of a sheltered or protected childhood, or of shifting social contexts, such as growing age consciousness and the emergence of new institutional contexts.

The themes of agency, conflict, negotiation, and social control offer key organizing principles in a growing number of courses. According to this paradigm, the history of childhood is best understood in terms of conflict, such as the conflict between adult efforts to domesticate and rationalize children’s lives and children’s attempts to assert their autonomy and distinctive identity.

What makes courses in the history of childhood especially exciting is that the field is a work in progress. In contrast to more settled fields, courses in the history of childhood are much more open-ended. They adopt a bi- or tri-focal perspective, looking at children’s lives and subjective experience, childhood as a crucial cultural symbol, and the ways that adults have represented, imagined, taught, cared for, worked, and thought about children. These courses look at the mechanisms of education, discipline, regulation, and sorting, and at childhood memories and at childhood’s legacies. Most courses that I am familiar with also incorporate a problem-oriented approach, looking at such topics as domestic violence, delinquency, disability, and a host of other trans-historical issues.

The Missing Link
The history of childhood was twice born. During the 1960s and 1970s, the history of childhood was inextricably bound up with psychohistory. Some of the field’s most provocative and stimulating works were a product of this formative stage, which was heavily influenced by anthropology’s culture and personality school. But as psychohistory came to be regarded as excessively reductionistic, the history of childhood was reinvented. Rather than focusing on the adult consequences of childhood socialization and experience, the history of childhood emphasized more concrete, but also somewhat narrower, questions, for example, how adult-child dynamics and representations and discourses of childhood have varied over time or how approaches to childrearing and child protection and the contexts of childhood and children’s play and culture have shifted over time.

Much was gained through this emphasis on more focused questions. We accumulated a wealth of information about the lives of diverse children. But something has also been lost, since many of the issues that preoccupy our students and the general public are of a more speculative nature. For example, is the recent spate of school shootings an anomaly or a warning sign? Is imaginative, self-initiated, improvisational play disappearing from the lives of over-scheduled and over-protected 21st century kids, and, if so, is this having damaging consequences for their creativity, social skills, and resourcefulness? Are violent, sexist videogames isolating and
desensitizing children? Are the Internet and new media eroding childhood innocence at too early an age? Are aggressive marketers distorting children’s body image and material aspirations? Are a heightened stress on early academic achievement and a test-drive school curriculum taking the play out of childhood?

Courses on the history of childhood offer us a chance to engage questions like these—and to bring our students into the conversation. Childhood is a crucial missing link between the social and cultural, on the one hand, and the emotional, and psychological, on the other, between culture and personality, between the state and the family, between the public and private spheres. It is through the history of childhood that we can study the process of cultural transmission, and understand how children have been a “cultural avant-garde,” playing a crucial role in the adaptation and transformation of cultural values and sensibilities. Childhood is also the key vehicle through which the class order is reproduced and that gender and ethnic identities are constructed. In the United States, childhood has been central to the development and evolution of the welfare state. And further, “modern” childhood and the consumer economy grew up hand-in-hand, and contemporary economic developments, such as privatization, the rise of the “new” economy, and the communication and technological revolution of our time carry vast consequences for children’s lives.

Too many of our colleagues view the history of childhood as a rather marginal and overly sentimental and atheoretical field of study. But I would maintain that the history of childhood offers a crucial vantage point from which we can reintegrate the biological and social sciences, the humanities, and the arts. The history of childhood also provides a way we can underscore history’s relevance. Even those who know no history make implicit assumptions about historical change, and almost every contemporary public controversy about young people has a little known historical dimension, such as whether the transition to adulthood has grown more disjunctive and problematic or whether youth violence is or is not increasing or whether we have entered an unprecedented new stage in the commercialization of childhood. Finally, the history of childhood offers a window onto key substantive and theoretical issues, such as the shifting mechanisms of social control and the growing importance of discursive control or how thinking about dyslexia and autism has altered over time.

Unlike many aspects of history, the public is genuinely interested in, indeed, anxious about, childhood. Yet in the public mind, the history of childhood begins and ends with a single question, when was childhood invented? The public thinks it knows everything it needs to know about our field when it imagines that children in the past were miniature adults. Larger questions—about shifting age relations or the rise of the inward turning, emotionally intense, child-centered family—are ignored. We have an opportunity, in our classes, to model a truly interdisciplinary approach to learning, and to demonstrate concretely that far from being simply of antiquarian interest, history offers fresh perspectives on biology, psychology, and contemporary social problems.
Childhood Studies Programs

Ed. Note: Historians have much to offer the interdisciplinary, multidisciplinary approaches that shape recently established childhood studies programs. We are pleased to include in this special issue on teaching articles about three unique childhood studies programs, at York University, University of Sheffield, and Rutgers University, Camden.

Hearing the Authentic Voice of the Child: Children Studies at York University
Stephen Gennaro, York University

It has been a very exciting first term at York University. In September 2007, York University welcomed the first class of students into its new Children’s Studies Program. The Children’s Studies program is an interdisciplinary four-year Honours BA degree program. The program is housed inside the Division of Humanities and Faculty of Arts, but allows students to take a variety of courses that deal with children or childhood from any of the departments or faculties inside the university. Located inside the Humanities and not the Social Sciences, the Children’s Studies Program at York takes a multidisciplinary and interdisciplinary approach to studying children and childhood. This approach places equal importance on philosophy, literature, history, and cultural studies (core subjects of the humanities) rather than privileging the quantitative approach of the social sciences, and the medical and psychological discourses about children that have dominated how we talk about children over the course of the twentieth century. The Children’s Studies Program at York tries to provide a holistic approach to the study of children and childhood by examining not only adult constructions of childhood (throughout different historical moments and across different geographic spaces) but also by placing a significant emphasis on the actual lived experiences of children.

The research on children and childhood at York University places the emphasis on viewing the child as the subject of study instead of the object to be studied. In doing so, children themselves are not only considered to be authoritative sources on children’s culture but are also included and valued in our academic efforts to develop an increased knowledge of children and childhood. It is because of this “childist” (child-centered) approach that the Children’s Studies Program at York University incorporates a practicum component into all of its core courses. The practicum allows students the opportunity for ethnographic research at the same time as it provides them access to the real lives of children. For example, in the first year “World of Childhood” course, students spend 1 hour a week participating in a literacy program with a neighboring primary public school where they are paired up with a “reading buddy.” In the second year “Introduction to Children’s Studies” course students spend 1 hour a week participating in a school yard program called “Play in Peace” where they partake in recess games with the children at the neighboring school at the same time as they introduce conflict mediation techniques encouraging the students to use dialogue to resolve school yard issues with their peers. At the present moment we are in the final stages of completing a fourth year course entitled “International Childhoods” that would send students overseas to Kenya to partake in a two-week practicum with the International NGO, Free the Children.
The accumulation of both a theoretical degree in Children’s Studies, in addition to the practicum experiences working with children make graduates from The Children’s Studies Program highly desirable in both the public and private sectors. Careers that deal with children and advocacy, counselling, education, health and wellness, international development, law, librarianship, media, parenting, publishing, recreation, social work, and much more are possible career paths after completing the Program.

Additional information about Children's Studies at York University can be found at http://www.yorku.ca/web/futurestudents/programs/template.asp?id=639

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Centre for the Study of Childhood and Youth, University of Sheffield, UK
Allison James, University of Sheffield

The Centre for the Study of Childhood and Youth (CSCY) was established in 2002 as an interdisciplinary research centre that is committed to contributing to the improvement of children’s and young people’s lives through its research and dissemination activities. It is also actively involved in gaining a greater understanding of the lives of children and young people that can both contribute to theory and to its application in policy and practice.

The Centre is committed to interdisciplinary research and, currently, its membership comprises academic staff, researchers and postgraduates drawn from the following disciplines: sociology, social policy, social work, education, geography, health, dentistry, nursing, architecture, landscape, English, journalism, law, psychology and human communication sciences.

Staff at the Centre carry out research across a wide range of topics, with projects funded by the major research councils, charitable foundations as well as government departments. Recent projects include an ESRC funded study of children’s experiences of hospital space; a Joseph Rowntree funded study of the influence of religious beliefs on parenting practices; research into refugee children funded under the ESRC Identities programme; an EPSRC project that aims to involve children in school design; a project that explored young children’s use of media and new technologies funded by the BBC and the Esmee Fairburn Foundation; and two studies exploring children, family and food funded as part of the Leverhulme Programme, Changing Families, Changing Food.

Members of the Centre have strong research links with a range of international childhood networks and research centres. This includes ongoing research initiatives with the Norwegian Centre for Childhood Research (NOSEB); the South-East European Research Centre (SEERC); the International Childhood and Youth Research Network (ICYnet) and the Worldwide Universities Network (WUN). The Centre also has a Partnership Board, comprised of representatives from local and national children’s organisations and services who help identify research areas and needs as well as providing an important avenue for the wider dissemination of the Centre’s research.
Although CSCY does not run undergraduate and postgraduate programmes – these are located in University Departments, as described below - it is nonetheless rapidly establishing itself as a leading Centre for post-graduate research. Since 2002 the Centre has hosted a range of one-day seminars designed to meet the needs of postgraduate research students working with children and young people that were open to students both at Sheffield and elsewhere. In July 2007 CSCY held its first Postgraduate Summer School, which attracted students from the USA and Scandinavia as well as across the UK. Also in 2007 CSCY launched *Childhoods Today*, a new e-journal published from the Centre and supported by the World Universities Network. The aim of the journal is to publish high quality empirical and theoretical work by up-and-coming researchers in the field of childhood studies and to provide a reference for others working in this and related fields. The journal has received endorsement for its contribution to the field of childhood research from ChildWatch International:

“The Board of ChildWatch International recognizes the journal *Childhoods Today* as an excellent model to promote the development of young scholars and commits itself to encouraging submissions from its international network of child research institutions”.

With its regular seminar series and conferences – the next is to be held July 8-10 2008 on the theme *Re-presenting Childhood and Youth* - CSCY therefore provides a stimulating research environment for our own as well as external research students. On a regular basis CSCY welcomes visiting students from other countries so that they can both benefit from and contribute to our research environment. All staff at the Centre offer PhD student research supervision from within their various disciplinary areas and, in addition, some staff direct and teach on the following two MA programmes:

The long-established MA in Early Childhood Education is located in the School of Education and is designed for early childhood educators who work with and for young children in a range of settings. Education is broadly defined and, for example, includes family learning. Throughout the course, students are encouraged to draw and reflect on their own experiences as they learn to critically explore issues in early childhood education. This is run as a distance learning MA that can be taken on a part-time basis and includes residential schools and ongoing tutorial support. Students take modules in Early Childhood Education, History and Policy; Development, Learning and Curriculum; Contemporary Issues in Early Childhood Education and Research Methods and Methodology in Early Childhood Education and also do a dissertation on a topic chosen to meet their own interests.

The MA in International Childhood Studies is being offered for the first time in 2008. It is located in the Department of Sociological Studies and is designed for students interested in the social study of childhood. It explores the growing complexity of issues surrounding children and childhood in an international context and includes modules on: Critical Perspectives on Childhood, Researching Children, Children and Families, Children and the Law, Representations of Childhood and Child Health. Students also do a dissertation on a topic that interests them. This MA provides an excellent foundation for those wishing to carry on to do a PhD in childhood and youth and, in addition, is suitable for practitioners and NGO workers who are involved in working with children and young people across the globe.
The Department of Childhood Studies at Rutgers University Camden
Lynne Vallone, Rutgers-Camden

The Department of Childhood Studies at Rutgers University in Camden, New Jersey puts the issues, concepts and debates that surround the study of children and childhoods at the center of its research and teaching missions. Through a multidisciplinary approach, the Department of Childhood Studies aims both to theorize and historicize the figure of the Child and to situate the study of children and childhoods within contemporary cultural and global contexts. The Department opened its doors in September 2007, offering interdisciplinary degrees at the B.A., M.A. and Ph.D. levels (http://childhood.camden.rutgers.edu).

Currently, the Rutgers University Department of Childhood Studies is the first Ph.D. program in Childhood Studies in the United States. Full-time faculty members in the Department of Childhood Studies include Dr. Daniel Hart, Distinguished Professor (Psychology) and Chair; Dr. Daniel T. Cook, Associate Professor (Sociology); and Dr. Lynne Vallone, Professor (English).

Rutgers-Camden is a small and attractive urban campus expanding to accommodate the growth of Southern New Jersey and is located just across the Delaware River from Philadelphia. The diverse and vibrant urban location offers a productive setting for the study of children and childhoods today.

The Department of Childhood Studies is enhanced by the proximity and mutual projects it undertakes with the Center for Children and Childhood Studies, also housed at Rutgers-Camden (http://children.camden.rutgers.edu). The Center promotes the understanding, enrichment, and recognition of the significance of the experiences of children through outreach programs that assist children in New Jersey in areas such as health, literacy, and social development and through sponsoring symposia, lecture series, and workshops. The expertise of the Childhood Studies faculty is complemented by the Associates in the Center for Children and Childhood Studies who have appointments in a wide range of departments and schools around the University, including, among others, Anthropology, Psychology, Sociology, Criminology, English, Public Policy, Religion, Philosophy, History, and Law. Students in the Department of Childhood Studies are encouraged to engage in research projects offered through the Center.

Active teacher/scholars, the full-time faculty in the Department of Childhood Studies represents a wide range of interdisciplinary interests. Daniel Hart's research focuses on personality and development in children and adolescents. He also serves as the Director of the Center for Children and Childhood Studies. Daniel T. Cook works primarily on 20th-century and contemporary children's consumer culture and Lynne Vallone's research centers on socio-historical studies of children's literature and the literature and cultural histories of girlhood. More detailed information about each faculty member can be found on the Department of Childhood Studies website.
Certainly, graduate students form the core of any post-baccalaureate program and the intellectual atmosphere of the Department of Childhood Studies has been enriched by its inaugural class of fourteen doctoral students (part-time study is available). The students bring a wealth of accomplishments from a variety of backgrounds including law, early childhood education, literature, educational administration, library science, and psychology, among other disciplines and fields. The students bring their diverse preparation and training to bear on the common enterprise of the study of children and childhoods in historical and contemporary cultural and global contexts.

The curriculum in the Department is multidisciplinary in scope and purpose and provides students with a strong background in both humanistic and social science perspectives on children and their representations. This approach will prepare students for careers in many areas including academics, public policy, social services, youth programming, and education. Courses available to graduate students extend from the two-semester Proseminar in Childhood Studies to a variety of methods courses (statistical, interpretative, literary), to in-depth study of specific areas such as Children and Childhood in Cross-Cultural Perspectives, Child Growth and Development, The Visual and Material Cultures of Childhood, Issues in Social Policy, The History of Childhood, Growing Up in Africa, Children's Literature, and Children and the Justice System, among many others.

The intellectual life of the Department's faculty and graduate students is enhanced by the ongoing Research Seminar in Childhood Studies which meets three or four times each semester to discuss topics of interest in the study of children and childhoods from a variety of perspectives. Recent talks have considered the development of spatial awareness in the infant brain, the effects of transnational migration on the emotional lives of Ghanian families, and the responses of teen readers in dialogue with Mark Twain's character Jim from *The Adventures of Huckleberry Finn*.

The Department of Childhood Studies at Rutgers, Camden is developing many plans for the future growth and continued success of Childhood Studies. In spring 2009 semester, for example, the Department will host a major conference on children and war. In addition, we are interested in developing possible research collaborations and potential exchanges between our Department and other programs in Childhood Studies. To that end, we will welcome two visiting European scholars at different stages in their careers in the spring 2008 semester. Most importantly, the Department expects to continue to expand over the next several years through the recruitment of additional faculty with full-time appointments in Childhood Studies.

Students interested in graduate study in Childhood Studies at Rutgers University are encouraged to visit our website and to contact members of the Department (Daniel Hart, hart@rutgers.edu, Daniel T. Cook, dtcook@camden.rutgers.edu and Lynne Vallone, vallone@rutgers.edu); for specific questions about guidance through the application process, please direct inquiries to Daniel Hart, Chair (who can also be reached by telephone at 856-225-6741 or 856-225-6438).
Ed. note: We are pleased to reprint Harvey Graff's article Interdisciplinary Explorations in the History of Children, Adolescents, and Youth -- for the Past, Present, and Future, first published in the Journal of American History 85 (Mar., 1999), 1538-1547. It has been reformatted and is reprinted here with permission from the Organization of American Historians, http://www.oah.org. Harvey has also included two more recent syllabi for his history of children courses. Copies of the syllabi can be found in the electronic version of Newsletter #11

Undergraduate Course: HIST 4203
Families in American History: Growing Up in America (Fall 2003)
Graduate Seminar: ENG 7063.001
Seminar on Cultural Issues: Growing Up in America: Historical, Comparative, and Cultural Perspectives (Fall 2003)

Interdisciplinary Explorations in the History of Children, Adolescents, and Youth -- for the Past, Present, and Future

Harvey J. Graff
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The course "Growing Up in America: Past, Present, Future" took shape over several years. Its inspiration and development reflect my scholarly and personal interests. The course also self-consciously and explicitly plays off current affairs. Especially compelling is the incessant cry that today the young have lost that special privilege, protection, and innocence that at least some young persons had, it is claimed, at some better time before the present. Thus, for example, the rush of books with such titles as Children without Childhood, The Erosion of Childhood, and The Disappearance of Childhood. The questions and comparisons implicit in such books and in current debates are historical, regardless of how seldom they are posed explicitly or tested within a chronological or comparative frame. Although key questions about the history of childhood and youth resist easy resolution, scholars have made major advances in clarifying conceptions and assumptions, indeed, in defining the questions and ways to approach them.[1]

Along with many other historians trained after the 1960s, I was influenced by the new social history. It laid the foundations for my long-term interest not only in the history of children and youth, families, gender, and schools but also in classroom strategies.[2] The latest "new" histories were influenced by European cultural historians such as Philippe Ariès and the pioneering demographic and social structural Annales historians in France and Peter Laslett and his colleagues in the Cambridge Group and Lawrence Stone in England. In writings on American history, the impact of such approaches appeared first in colonial American community studies and manuscript census-based nineteenth-century city and community studies. Students of gender, families, culture, psychohistory, social institutions and social policies, and the life course followed their leads.

As a result, scholars of the "history of growing up"-- those who study children, adolescents, youths -- have now answered David Rothman's 1971 question "Do age groups in fact have
histories?" They may construe their own subfields differently, but they all agree that the answer is yes." [3]

My own interests in the history of growing up came to a focus in the classroom first in the mid-to late 1980s when I was beginning the research that led to my 1995 book Conflicting Paths. Curricular needs and opportunities led me to offer a graduate seminar in an interdisciplinary humanities doctoral program, one of whose concentrations is history, at the University of Texas at Dallas. The bibliographic work I did on the historical and collateral social science and humanities readings for that syllabus led directly to the preparation and field testing of the anthology that I edited for 1987 publication, Growing Up in America, which remains the core text for my growing up courses. Subsequent offerings of the course in Interdisciplinary Studies as well as history programs encouraged methodological breadth and a long chronological span.

From the first, my conceptualization of the course emphasized a consistent focus on the way major experiences (or paths, as I like to call them) of young persons growing up varied at different times and in different social settings; the intricate interplay of change and continuity in the transformation of growing up from the early modern era to the present; and the distinctions between prescriptive ideals and norms for the young and the actual patterns of their experiences, insofar as we can reconstruct them.[4] It is especially valuable for general clarification and pursuit of course goals to provide students with opportunities to grasp the salient differences and to explore systematically both the contrasts and the interrelationships between historical actors and their actions, on the one hand, and, on the other hand, the preconceptions that different members of their society hold of those actors. Those preconceptions, for example, not only influence how authorities -- including parents (who themselves differ), teachers, school board members, influential citizens, and newly certified professional experts -- respond to the young but also help shape institutions, policies, laws, academic and applied disciplines, and more general expectations. In crude as well as subtle ways, this involves the distinctions -- for example, between young persons and the stages or phases of their development expected in their own and others' anticipations, social roles and rules, norms, therapeutics, and even legal prescriptions, penalties, and social psychological theories -- between children and childhood, adolescents and adolescence, young people and youth.

These relationships place the history of growing up, broadly conceived, at the center of the processes and conflicts that form modern societies.[5] One telling example draws on the ways in which presumptions about gender as well as class, ethnicity, and race come to shape powerfully the experiences of growing up and the social responses to them, including efforts to control and reform the young. In the nineteenth and twentieth centuries, it became possible for young persons to offend against the very status presumed to define appropriate behavior and locations for young persons (by committing "status offenses," which could differ for boys and girls, blacks and whites, the middle class and the working class, the native-born and the immigrant). There were differential responses, for example, to idleness, vagrancy, vandalism, and sexual precocity.[6] More traditional and still enormously important questions about physical and other abuse of young people, inequality, victimization, discrimination, ignorance, as well as benevolence, education, reform, and related matters fit well within an interactive framework that highlights the interplay of behavior and prescription, structure and process, in shaping historical development. So too do newer emphases on the activism, resistance, and resilience of the young
and their families. The course pursues those issues in particular historical contexts and moments as well as in more general or synthetic terms.

The course also aims to be broadly inclusive of young persons of a wide range of origins and experiences, without pretense of total inclusion. I try to attend to the centrality of conflict between the conceptions and the experiences of growing up at the level of both individuals and groups. Without isolating or exaggerating it, I also try to direct attention to the psychological dimensions of growing up—developmentally, individually, socially—and to encourage students to recognize how hard it can be to grow up. Finally, concepts of dependency, semidependency, semiautonomy, and autonomy, prominent in the historical and social-scientific literature, contribute to students' conceptual tools as do the formal notions of historical transitions in individuals' and groups' life courses and transitions from one stage or phase of growing up to another.[7]

My efforts to do this effectively in class lead me to begin with images—verbal and pictorial—of the young and of growing up set within a discussion of selected mythologies of growing up and discrete case studies. We begin with seemingly timeless notions of humanity and its nature(s). The first class session raises and criticizes ahistorical and some historical notions of the young "rising" and "falling"—as in the varying extent of the proclaimed or presumed innocence and sanctity of the young in different eras—and asks students to consider some of the uses and abuses to which images of the young have been and are still put. Popular myths about families as well as young persons in the past—and present—are discussed critically. We inquire into their impressive staying power rather than trying, and failing, to dismiss or refute them with empirical evidence. Theories and belief systems about human nature and the nature of the young are probed with the powerful lens of Peter Brook's film *Lord of the Flies*. The size and structure of families; attitudes toward and treatment of the young; socialization and training; work, home leaving, and marriage; infant, child, and adult mortality, and the like are explored first in late medieval and early modern Europe. These discussions help stake out the historical agenda and introduce terms, concepts, sources, and approaches. The French film, *La retour de Martin Guerre* (released in the United States as *The Return of Martin Guerre*), powerfully illustrates both our distance from the past and its complexity. *L'enfant sauvage* (released as *The Wild Child*) depicts revolutionary shifts in conceptions of the young in the eighteenth century. Other visual materials—from formal portraits to documentary photographs of child laborers, from toys to other telling artifacts of social status and chronological age—facilitate understanding of the cultures and material cultures of the young and differences among them synchronically as well as diachronically. They portray—and beg for discussion of—the similarity and alienness of the past, both distant and recent, and the difference and commonality among the young throughout the American experience. Demographic change, economic development, styles and standards of living, and the prevalent institutions interact inseparably with changing concepts of human development. Those concepts relate closely to age itself; gender; class, race, and ethnicity; time and place; modes of socialization; and the linkages that tie shifting expectations to norms, concepts and theories, and laws and policies, and of course the often unclear but regularly conflicting struggles of the young, their families, and peers to come of age securely. These factors frame the contours of growing up viewed historically.
From the first, I found that extensive use of the visual (still and moving images, documentaries, docudramas, feature films) combined with intensive reading of first-person sources written by differently located persons and using different modes of expression (autobiography, memoir, diary, semifiction, and fiction) along with historical and social science readings advances the course's interpretive and critical goals while stimulating students.\[8\] The list of the differing "texts" for the course includes cultural icons of the recent and more distant past, from *Catcher in the Rye* to *My Brilliant Career* (in substance and value, this classic Australian film is less of a reach than it may seem at first), from Frederick Douglass's *Narrative of the Life of Frederick Douglass, an American Slave* and Lucy Larcom's *A New England Girlhood* to Richard Wright's *Black Boy*, E. L. Doctorow's *World's Fair*, the film *Rebel Without a Cause*, and the powerful documentary films *Streetwise* and *High School*. Students "view" the past through a variety of lenses. While learning to "read" critically and evaluate comparatively a wide range of evidence that blurs an easy separation of past and present, fact and fiction, word and image, students pursue questions of theory, comparison, method, and interpretation. In class discussion and short writing assignments, we explicitly probe the advantages and the limits of various sources and their genres as well as the strengths and weaknesses of disciplinary and interdisciplinary perspectives.

Throughout, the course probes the complex configurations and relationships of, on the one hand, gender, class, race, ethnicity, and social context and, on the other, cultural expectations, opportunities and constraints, institutions, and policies. It considers, for example, shifting relations of the young to work and school, familial home and migration, or age grading of life courses and their principal points of transition and change, including home leaving, working, marrying, or other "status" redefinitions. By the final weeks of the course, no simple notions -- whether involving eras of "adultlike children," the young as "little adults," "innocent" children, or even "childlike adults" -- remain uncriticized and unqualified. Yet the power of such notions as historical factors is clarified. Past and present are made to serve each other, as the final reading, W. Norton Grubb and Marvin Lazerson's provocative *Broken Promises*, demands. The terms of one of history's epochal transformations -- the remaking of growing up -- with its many complications and contradictions are challenged and revised in the course of this semester-long collective exploration.

"Growing Up in America" attempts to complement its range of content and approach in its formal requirements. In addition to doing required reading and participating in class discussions, students write brief critical and questioning "reaction" papers, participate in a group research project that relates past and present and results in an oral presentation, and prepare a final research essay that is based on primary sources on growing up. Practice in a range of critical and expressive skills -- reading and writing conceived broadly -- lies at heart of this course's view of "pedagogical correctness."

**SYLLABUS**

Spring 1997: Interdisciplinary Studies, School of Arts and Humanities
University of Texas at Dallas

Fall 1998: Honors Program, Division of Behavioral and Cultural Sciences
University of Texas at San Antonio
GROWING UP IN AMERICA: PAST, PRESENT, FUTURE

Did childhood exist in the past, or is it a modern invention? Are childhood (and children) and adolescence (and adolescents), as we have known them, and as some claim, disappearing? Are they biological or "natural" and universal stages of human development, or at least in part the products of society and culture and history? Do childhood and children have a future? How different from today was growing up in the past? How did the young mature in past times, and what relationships to current patterns does that past have?

This course asks a number of important questions about the changing experiences and meanings of growing up-childhood, adolescence, youth, "coming of age." In contrast to most contemporary views, it looks seriously at the past, at the history of growing up, as a comparison to the present and as the specific context from which today's patterns and problems developed. History thus provides a rich laboratory in which current notions about growing up-for example, from psychology, anthropology, sociology, human developmental studies, and related areas-may be explored and tested. The relevance, usefulness, and accuracy of theories that relate to growing up will be examined in historical context and probed over a broad expanse of time.

A wide variety of evidence, including films and novels and memoirs, and a number of different research traditions and approaches are considered. In addition, we will evaluate family child, and youth policy as it has developed over time and its functions today, and as it provides options for tomorrow. A new, broad, rich, and interdisciplinary understanding of growing up and its challenges is the course goal.

Requirements:
1. Regular attendance, preparation, and participation.

2. 3 1-2-page "reaction/evaluation" papers at regular intervals during the semester, one each 3-4 weeks, responding to required reading, films, etc.: brief commentaries-more or less, informed conversations. Each paper should focus on one topic and one or more readings or films from one week.

3. Participation in a group research project and brief class oral presentation: giving historical, theoretical, and policy context and perspective to a contemporaray question or problem; presentations during final 3-4 weeks of course. These may range from day-care, latch-key children, child and family abuse, to teen suicide, adolescent pregnancy, one-parent families and single mothers, gifted youth, etc. Each group will ask: what difference(s) does a historical perspective make?

4. 10-page paper: using course ideas, approaches, concepts, interpretations, methods, and materials to interpret primary sources on growing up, selected from either materials on students' own families (with source materials including at least 2-3 generations), or from Eve Merriam, ed., Growing Up Female in America: Ten Lives; Chris Mayfield, ed., Growing Up Southern; Hamilton Holt, ed., The Life Stories of Undistinguished Americans as Told by Themselves; Mary Frosch, ed., Coming of Age in America; or Harold Augenbraum and Ilan Stavans, eds., Growing Up Latino (detailed information provided in class). Due at final class meeting. Essays should
focus on those aspects of the history of growing up that these first-person sources open to your reading, questions, and investigation. These may take the form of comparisons across time and space; change and/or continuity over time; comparisons across persons growing up at more or less the same historical moment, among a wide range of possible topics, issues, and questions.

BOOKS ordered for University Bookstore (all paperbound):  
**Note when there is a choice of books**


Frederick Douglass, *Narrative of the Life of Frederick Douglass, an American Slave, Written by Himself* (1845; reprint, New York: New American Library, 1968). OR  


Optional, for essays (choose one):


Mary Frosch, ed., *Coming of Age in America: A Mubicultural Anthology* (New York: New Press, 1994).  

Optional, recommended but not required:

**Week 1. Introduction: Questions, Issues, Approaches**


**Film:** *Lord of the Flies* (1963, Peter Brook, dir.; 90 mins.)

**Week 2. European Traditions, American Origins: Early Paths of Growing Up**


**Film:** *La retour de Martin Guerre* [The Return of Martin Guerre] (1982, Daniel Vigne, dir.; 111 mins.)

**Week 3. Seventeenth-Century Beginnings of Growing Up in America: Change and Continuity, Variations on Themes**

**Reading:** *Growing Up in America*: John Demos, "Developmental Perspectives on the History of Childhood" (1 971), 85-93; Ross W. Beales Jr., "In Search of the Historical Child: Miniature Adulthood and Youth in Colonial New England" (1975), 94-109; Lorena S. Walsh, "'Til Death Us Do Part': Marriage and Family in Seventeenth-Century Maryland" (1979), 110-28

**Week 4. Eighteenth-Century Transitions: Rebellions Over the Land**

**Reading:** *Growing Up in America*: Daniel Blake Smith, 'Autonomy and Affection: Parents and Children in Eighteenth-Century Chesapeake Families" (1977- 1978), 129-43; Philip J. Greven Jr., "Youth, Maturity, and Religious Conversion: A Note on the Ages of Converts in Andover, Massachusetts, 1711-1749" (1972), 144-55; Daniel Scott Smith, "Parental Power and Marriage Patterns: An Analysis of Historical Trends in Hingham, Massachusetts" (1973), 156-69

**Film:** *L'enfant sauvage* [The Wild Child] (1970, Franqois Truffaut, dir.; 85 mins.)

**Week 5. Diversity and Early Transformations: Commercialization, Migration, Urbanization Family Change and Growing Up Change, c. 1780s-1840s**


and choose from:
Frederick Douglas, *Autobiography* OR
Lucy Larcom, *A New England Girlhood*

**Films** from the American Social History Project, *Who Built America?: Daughters of Free Men, The Five Points, Doing All They Can* (1987, 25 mins. each)


**Reading:** *Growing Up in America*: Carroll Smith-Rosenberg, "The Female World of Love and Ritual: Relations between Women in Nineteenth-Century America" (1976), 215-37;
Mary P. Ryan, "Privacy and the Making of the Self-Made Man: Family Strategies of the Middle-Class at Midcentury" (1981), 238-67;
Michael B. Katz and Ian E. Davey, "Youth and Early Industrialization in a Canadian City" (1978), 268-300;
Christine Stansell, "Women, Children, and the Uses of the Streets: Class and Gender Conflict in New York City, 1850-1860" (1982), 301-19 Douglass and/ or Larcom

**Film:** *The Molders of Troy* (1979; Daniel Walkowitz, prod., 90 mins.)

**Week 7. Slouching toward the Modern Ways: Contradictions and Irregularity in the Transformations toward Modern Paths of Growing Up. Race, Sex/Gender, Social Class, Ethnicity, Geography**

**Reading:** choose from Edward Eggleston, *The Hoosier School-master* OR Stephen Crane, *Maggie, Girl of the Streets*

**Images from Canada's Visual Past series:** Harvey J. Graff and Alison Prentice, *Children and Schools in Nineteenth-Century Canada* (1979, 1994)

**Week 8. Change and Continuity: The Incomplete Revolution Among the Young. Policy, Institutions, the State, and the Family**

**Reading:** *Growing Up in America* [for two weeks]: John Modell, Frank F. Furstenberg Jr., and Theodore Hershberg, "Social Change and Transitions to Adulthood in Historical Perspective" (1976), 325-51;
Barbara Brenzel, "Domestication as Reform: A Study of the Socialization of Wayward Girls, 1856-1905" (1980), 352-68;
Elliott West, "Heathens and Angels: Childhood in the Rocky Mountain Mining Towns" (1983), 369-84;
David I. Macleod, "Act Your Age: Boyhood, Adolescence, and the Rise of the Boy Scouts of America" (1982), 397-413;

**Week 9. Turning the Century: A Progressive Synthesis? Reforming the Young (Again?)**
**Reading:** *Growing Up in America* [for two weeks]: see Week 8 reading and choose from:
Anzia Yezierska, *The Bread Givers* OR Kate Simon, *Bronx Primitive*

**Film:** *My Brilliant Career* (1979, Gillian Armstrong, dir.; 101 mins.)

**Week 10. Twentieth-Century Transitions I, c. 1900s- 1940s**

**Reading:** *Growing Up in America* [for next two weeks]: John Modell, "Dating Becomes the Way of American Youth" (1983), 453-77;
Lilian Breslow Rubin, "And How Did They Grow in the Working-Class Family?" (1976), 532-52;
Carol B. Stack, 'Child-Keeping: 'Gimme a Little Sugar'' (1974), 553-68;
Judith M. Bardwick and Elizabeth Douvan, "Ambivalence: The Socialization of Women"
(1971), 569-79
and choose from:
Richard Wright, *Black Boy* OR
E. L. Doctorow, *World's Fair*

**Film:** *Rebel Without a Cause* (1955, Nicholas Ray, dir.; 111 mins.)

**Week 11. Twentieth-Century Transitions II, c. 1940s- 1960s**

**Reading:** *Growing Up in America* [two weeks]: see Week 9 reading
J. D. Salinger, *The Catcher in the Rye*

**Film:** *High School* (1969, Frederick Wiseman, dir.; 75 mins.)

**Week 12. Boom! Boom! Baby Boomers! Radical Youth, Conformist Youth**

**Reading:** Sandra Cisneros, *The House on Mango Street*


**Film:** *Streetwise* (1985; Mary Ellen Mark, Cheryl McCall, and Martin Bell, dir.; 92 mins.)

**Week 13. All Fall Down? The Rise and Fall of the Cult of Childhood and Adolescence**

**Reading:** *Growing Up in America*: Judith M. Bardwick and Elizabeth Douvan,
"Ambivalence: The Socialization of Women" (1971), 569-79;
David Matza, "Position and Behavior Patterns of Youth" (1964), 584-611;
Joshua Meyrowitz, "The Adultlike Child and the Childlike Adult: Socialization in an Electronic Age" (1984), 612-31
Week 14. Today?/Tomorrow? Is There a Future for Growing Up in the Age of "the childlike adult and the adultlike child"? Yesterday, Today, Tomorrow

Reading: W. Norton Grubb and Marvin Lazerson, Broken Promises: How Americans Fail Their Children, esp. Part I
Film: Heathers (1989, Michael Lehmann, dir.; 102 mins.)

FINAL ESSAYS DUE AT CLASS TIME

Notes


growing up, see Demos, *A Little Commonwealth*; and Beales, "In Search of the Historical Child." See also Graff, *Growing Up in America*; and Graff, *Conflicting Paths: Growing Up in America* includes examples of divergent approaches and interpretations. Among questions in the field are those about the frequency and persisting impact of nuclear versus extended families; the differential importance of family and community on youthful socialization; the impact of familial and individual migration; the motives, ages, and impacts of leaving home; the extent and significance of "broken families," whether disrupted by "social problems" or external intervention; the sources, impacts, and meanings of gender and gender relationships; the value of formal schooling versus other forms of learning; and the historical significance of generations and their interplay.


The Challenges and Rewards in Teaching Race and Juvenile Justice History
Miroslava Chavez-Garcia, University of California, Davis

The Challenge
Building a course on race and juvenile justice in history seemed like an exciting venture when I first set out to do so in the spring of 2006, especially given that I was a relatively newcomer to the field of youth studies in general. For the previous decade or so, much of my research had focused on Mexican women in nineteenth century California but a fortuitous discovery of qualitatively rich reform school records at the California State Archives turned my attention to Mexican, Mexican American, and African American youth identified as “delinquent” in late nineteenth and early twentieth century California. The prospect of developing a class on youth, race, and delinquency excited me not only because I would finally be able to teach what I research but also because I knew that my students -- many of them youth of color -- would be interested in learning more about youth of color and the juvenile justice system, given the significant rates of incarceration affecting youth of color in California as well as in some of the most populous states across the country, including New York, Illinois, and Texas.

As I set out to find syllabi, readings, and films to teach undergraduate students the ways in which “wayward” youth of color had been dealt with in United States history, I found myself coming up short. In my search, I came across numerous monographs and surveys on “American,” i.e., white, middle class, and ethnic working class youth and their experiences in the colonial, republican, and early national periods. And, I found a growing and vibrant body of scholarship on adolescent females, sexuality, and delinquency. The literature was sparse--to say the least--when it came to African Americans and even sparser for Mexican American and Native American youth.

My strategy then focused on using multiple tactics to find material. First, I contacted senior scholars working in the fields of colonial American and Spanish/Mexican history in the United States, anticipating these persons could perhaps point me in the direction of new scholarship or scholars working in the field. Unfortunately, most could not. (The one exception, Steven Schlossman, has provided many important leads not only in terms of teaching but also research.) Second, I combed the literature--and bibliographies--to find any shreds of evidence or writings that could speak to the experiences of Native American, African American, Mexican American, and if possible Asian American youth prior to the mid-twentieth century. This approach yielded some fruitful leads, not so much in identifying monographs or surveys on the history of wayward youth of color but on published primary sources.

The most useful proved to be Robert Bremner’s *Children and Youth in America*, a collection of primary documents arranged chronologically and thematically. The sections on “Juvenile Delinquency” and “Immigrant Children” were the most useful for my purposes. They provided significant insight on African slave children and how colonists treated them in the north and in the slave south. As I dug deeper into African American history and the experiences of youth, I found a handful of studies by historians, including Cecil Frey’s study on the “House of Refuge for Colored Children,” as well as by criminologists and sociologists, including Vernetta D. Young and Geoff Ward, respectively. Most recently Jennifer Trost’s *Gateway to Justice*, a book
on white and black children in the south, also promised a new lead from which to cull important information. Other works that included discussions of African American youth, including Tony Platt’s *The Child Savers* (1977), Mary Odem’s *Delinquent Daughters* (1995), Anne Knupfer, *Reform and Resistance* (2001), and most recently David Tanenhuas, *Juvenile Justice in the Making* (2005), but those generally did not use race or ethnicity as categories of analysis or examined the youth’s experiences within proper cultural contexts.

My search for juvenile justice histories on Native youth and on Mexican and Mexican American youth was less successful. Bremner’s work mentioned some of the experiences of Native American youth in the east coast and I wondered what their histories looked like in the Midwest and Southwest. Fortunately, I found one essay by Frederick Greenwald, “Treatment of Behavioral Problems of Children and Youth by Early Indigenous Americans,” in *History of Juvenile Delinquency*, Vol. 2. Essays on Mexican or Spanish-speaking youth in the eighteenth and nineteenth proved even more illusory. My previous work on nineteenth century California history indicated that Mexican youth in the Los Angeles regions transgressed the law and social norms of behavior. In Los Angeles’s Mexican tribunal records—the *alcalde* records—I ran across a handful of court cases involving Native and Mexican youth. Yet, in my mind, those few cases provided far too little evidence to come up with a definitive answer on how Spanish/Mexican authorities in the southwest dealt with minors who carried out anti-social behavior or who transgressed social norms. The most specific findings I cold deduce is that parents, specifically the fathers—with their position as the *pater familias* and head of the family—took responsibility for their dependents’ misdeeds and it was they—not judges or other officials—who ultimately doled out punishments to their children. As I found, this scenario resembled much of what took place in the Euro-American colonial experience in the northeast—with fathers and families exercising the most control over their dependents.

Overall, I found little to no work on juvenile justice and race in the southwest. Much of the work on Mexican origin youth and delinquency focuses on the *pachucos* and *pachucas* (or zootsuiters) of the 1940s, a topic that has been covered quite extensively. Fortunately, I found a personal narrative, *To Alcatraz, Death Row, and Back: Memories of an East LA Outlaw* (2005), of an individual, Ernie Lopez, who spent much of his young and adult life in and out of jails and prisons. As an eighty year old man, his story provided significant insight on how and why young Mexican boys and, later, men are caught in the vicious cycle of the prison system. Other than that life history and my own recent work on Mexican and Mexican American youth at Whittier State School, California’s premier reform school established in the 1890s, I found little to recount the experiences of youth of color in history. At the time, I found myself telling my students that scholarship had yet to be written on the experiences of youth of color, on Mexican Americans in particular, in the juvenile justice system. The setbacks notwithstanding, I forged ahead with the course, anticipating I would eventually stumble across more resources.

The Course
I organized the ten-week course around a basic question: How have “wayward” youth of color been dealt with in United States history? To unpack this query, I structured the class chronologically and thematically, beginning in the Euro-American colonial period and ending in the late twentieth century. For the colonial and early republican eras, I assigned primary source material on youth of color identified as troublesome and antisocial. As my students soon
discovered, the reality was that most “delinquents” were neglected, impoverished, and often orphaned children and adolescents who had few resources, if any, at their disposal. Youth of color, Native and Black youth, found themselves at the extreme end of the process of marginalization that most poor young people experienced. To discuss the experiences of youth in the late nineteenth and early twentieth centuries, I turned to Steven Schlossman’s *Transforming Juvenile Justice* (2005), a reprint of his *Love and the American Delinquent* (1977), though not focusing on youth of color, his work examines two of the most important institutions in juvenile justice history—reformatories and the juvenile court—that also impacted (and continues to impact) youth of color. Initially, though those institutions largely excluded African American and Native youth. To understand the kinds of experiences faced by Mexican and Mexican American youth in the twentieth century, we read Edward Escobar’s *Race, Police, and the Making of a Political Identity: Mexican Americans and the Los Angeles Police Department, 1900-1945*, which provided insight on pachucos and the “zoot suit” riots of the World War Two era, and Ernie Lopez’s story of growing up in Los Angeles and his life of incarceration. We also read important works (dissertation chapters) on the historical experiences of pachucas, Mexican American young women of the zoot suit generation.

Looking back at the course I developed, I would change many elements. And, in fact, I have done just that given that I am currently teaching the course. I am using the primary sources again but am also including several articles on Native American, African American, and Mexican American youth in the juvenile justice system. And, I am using Eric Schneider’s *In the Web of Class* (1993) because of the breadth of his work and inclusion of ethnicity, gender, and class (see attached syllabus). I am also including a section on “race” – that is, having students read about the ways in which race has been historically constructed and having them think about it informs the juvenile justice system. For this, we have read Barbara Jeanne Fields’ work on race, slavery, and ideology. I could find no overview on how Mexicans or Mexican youth, for that matter, have been racialized—but is an important theme we will cover in the course.

Many positive developments came out of planning and teaching the course. In the process of putting my class together and in conducting my own research on Mexican-origin youth in the late nineteenth and early twentieth century, I realized that the experiences of youth of color cannot be inferred from the experiences of white, native-born and immigrant working class youth. Most simply, this is because many of the institutions—such as reformatories--did not allow non-whites into their institutions. In the south, for instance, as Vernetta Young, Geoff Ward, and Jennifer Trost have found, African American youth were not allowed access to the latest reformatories. Enslaved black youth who committed acts deemed anti-social or threatening in any way, were handled within the plantation system of justice. After 1865, southerners established few institutions for Black youth. Instead, delinquent Black children and adolescents had to labor in the convict lease system along side adults. Not until the late nineteenth century, philanthropic African Americans worked to establish homes for delinquent and dependent children. Only then did they have access to any kind of assistance. As I argue elsewhere, research on youth and the juvenile justice system that takes into account race and ethnicity is still wanting.

Another fortuitous development out of my attempt to build a course on race and juvenile justice is the network of colleagues that I developed from my inquiry into the scholarship of youth of
color and teaching such history. These scholars have not only shared their scholarships and insight but also their moral support. Junior scholars such as Bill Bush, Geoff Ward, and Ellen Wu have proved to be very helpful with their insight, as have senior scholars including Steven Schlossman, Ed Escobar, and Tony Platt.

Finally, my interest in finding materials on youth of color and to the field of juvenile justice more broadly led me write an article examining the field of juvenile justice studies in the last forty years, specifically since the publication of Anthony M. Platt’s *The Child Savers* (1969, 1977). That research confirmed my initial suspicion that little has been said on youth of color despite the need to explore this history given the current crisis in the juvenile correctional system. In the essay, I make a call for all scholars of youth to explore in more detail race and ethnicity as well as class, gender, and sexuality. Not until we do so, I argue, can we profess to teach an inclusive and accurate history.

Ed. note: Check out the most recent syllabus (Winter 2008) for Miroslava Chavez-Garcia's course on Race and Juvenile Justice. It can be found in the electronic version of *Newsletter #11*.

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**Teaching the History of Childhood in Greece**

Vassiliki Theodorou, Democritus University of Thrace, Greece

The introduction of a course on the history of childhood to the curriculum of the Department of Primary Education at Democritus University of Thrace (Greece) in 2002 was expected to answer a double need; first, to grant students the opportunity to acquaint themselves with contemporary theoretical approaches in the field of the history of childhood and the questions they raise, examining in depth certain issues pertinent to childhood as they are tackled with in recent Greek and international literature; and second, to familiarize students with research tools used by historians in order to understand how children’s lives and feelings in the past are constantly being negotiated and subjected to various interpretations. My intention is to enable students to come to grips with the notion of childhood in the past; the changes it underwent across time; how assumptions about childhood are historically and culturally constructed; and how the multiplicity of past childhood experiences can be interpreted and what circumstances allowed for a shift in adult attitudes towards children.

My venture was facilitated by an ever-growing interest in the history of childhood as Greek historians and anthropologists attempted to explore the aforementioned issues. During the last two decades the publication of a series which was funded by the General Secretariat for Youth and included around 60 studies contributed immensely to the enrichment of the debate on the historicity of childhood and youth. In addition, two international congresses organized respectively in 1987 and in 1997 by the Association for the Study of Neo-hellenism (Etaireia Meletis Neou Ellinismou-Mnimon), an association comprising of historians, allowed Greek and foreign historians to exchange views on issues central to Childhood Studies. Moreover, the translation of certain classic studies and articles from the fields of history and sociology of childhood enabled Greek historians proceed to comparative studies. However, it should not elude us that the growing interest in the history of childhood in Greece coincided with the rise of
women’s studies. Hence, when the course began, a number of studies dealing with major issues of the history of childhood in Greece were already available to students. These studies explored issues such as the concept of childhood in the past; the shifting boundaries of age stages during the Middle Ages and the modern era; the demographic changes; children’s role in the family and economy of traditional society; children in pre-revolutionary society; children’s work in rural and industrial settings; apprenticeship in guilds; the use of children and youth in politics; attitudes to delinquent, abandoned or orphaned children in the context of neo-hellenic society; representations of children in art and literature; the different patterns children’s fortunes followed according to sex and class; and finally the social and political inclusion of children in the Interwar years, the Greek Civil War and the 1950’s.

The History of Childhood was introduced to the Department syllabus for another reason as well. It is my firm belief that this subject lends itself to the understanding of the processes through which historicization takes place as it explores issues which are familiar to students of a Primary Education Department and present an interest to them. As I am not lecturing in a History department, in practice the initiation of students to historical methodology and raising their historical awareness meet with grave difficulties; that is, limited time, small number of history courses on offer, different backgrounds—students entering this university department studied either Science or Humanities at high school—and students’ diverse interests hinder the methodological approach to history. High school graduates join this course with preconceptions, already shaped through the lens of ideology and nationalistic or progressive discourse. Students’ preconceptions restrain them from understanding the otherness of the past and make it difficult for them to employ historical methodology; as such, their historical knowledge in terms of methodology is quite poor. Let us also note at this point that the content of history textbooks used either in primary or secondary education can partly account for students’ stereotypical ideas. These textbooks lay emphasis on political and military history and as far as modern history is concerned weight is given to the emergence of the national state.

This field of studies, new to Greek university education, introduces students to a history version, quite different from what they are already familiar with. The themes look interesting to them as they open up new fields of knowledge and the sources analyzed in class or in individually researched and written essays bring to the fore different aspects of the past relating to everyday life, social relationships and adult feelings towards children in the past. Children’s place in past societies, we assume, presents an interest to future primary school teachers. Students are asked to think about the factors that led to changes in adult attitudes towards children and become aware of the cultural and historical conditions that contributed to the construction of the notion of childhood as well as the circumstances that affected the ways childhood was invested with diverse meanings in different contexts. They are also asked to think about the ways sexual identity was constructed in the past and how children’s lives varied by social background; in other words to raise questions on the concepts of class and gender. While studying children’s work or changes in demography during the 19th century, they are given the opportunity to realize for themselves how 19th and 20th century political and economical history is closely connected with social and demographic history. Exploring issues related to adult attitudes they gradually familiarize themselves with questions tackled by the history of mentalities and emotions. By critically approaching primary sources and interpreting them, students become accustomed with
the methods and the analytical tools used by historians to de/re-construct past experience more efficiently than they do in courses of political history.

History of childhood, a new interdisciplinary field within Childhood Studies, where historical, anthropological, sociological and literary approaches converge, constitutes a privileged area of practice in social and cultural history. Furthermore, the history of childhood offers itself to approach different ways historians employ to interpret children’s place within a perspective of continuity and change. Weight is given to the history of ideas on children and the shifting boundaries of childhood during the 19th and 20th centuries. Students are encouraged to lead a seminar and submit a written assignment investigating questions such as how education, work, traditional culture and ideas on life stages contributed to the construction of childhood; how class and sex differences shaped ideas about childhood; what were the age boundaries of childhood and what was the place of children in society during the middle ages and the modern era; how was children’s work shaped in rural and urban settings; what attitudes the neo-hellenic society held towards children living in the fringes of society and what policies were adopted to deal with these children during the 19th century; how the debate on children was shaped on the basis of racial and class differences or within the framework of medicine, pedagogy and politics; what was the image of the child put forward by children’s magazines; collecting oral testimonies from their families or from their birthplaces and working on diverse sources enables students to understand the historicisation of the concepts about childhood. Finally, students are prompted to collect oral testimonies from adults who come from Thrace (the very region where our University is located) and during their childhood, which coincided with the Greek Civil War, spent a considerable part of their lives in the Childtowns.[2] These testimonies, part of a research project launched in our Department, allows us to further link the course with research on a topic which also bears relations to local history.

The course is conducted in the form of a seminar. Each meeting, held weekly, is devoted to a theme elaborated on by the course conveyor in collaboration, when possible, with professors invited from other universities. Supporting material such as historical testimonies, archival material, photographs, artwork as well as studies, many of which are part of the series published by the Historical Archive of Greek Youth, is handed out during the class and critically discussed. I encourage students to get involved in the course either by participating in the discussion or commenting on the primary sources. Students play a key role in this course; I go to great lengths to prompt them to participate in class actively instead of being just mere listeners. For this reason, a number of seminars have been scheduled to be led by them. Having chosen the topic they are going to deal with from a list of topics compiled by the course conveyor, they present their essay and lead the discussion while being engaged in dialogue with their fellow students who pose questions relating to the issue explored. Where possible, students conduct research on the net or on databases with relevant material in order to become familiar with electronic literature as well.

When the course comes to a close, students are requested to fill in an anonymous questionnaire. According to their responses, they see in a positive light the fact that the lectures are delivered by two teachers [3] presenting different thematic units; the diversity of primary sources approached and commented upon during each class; and their personal involvement in the class. Astonishment, interest and the joy of personal discovery replace boredom, a common feeling...
experienced by students attending history classes. While investigating a question in depth, they get the chance to take initiatives, look for primary sources and pose questions as to the meanings of past discourse on children; in other words, to deal more efficiently with questions raised by historical methodology. Presenting the outcome of their work in class enables them to become competent as far as argumentation skills are concerned. As a result, they acquire history teaching competency, which is of indispensable value to future primary school teachers.

However, lack of technical aid such as digitalized series of 19th century magazines and a corpus of films hinder the enrichment of the course. Moreover, the fact that our students face difficulties in abandoning a naturalistic view of childhood points out that Childhood Studies are far from firmly being established in Greece yet.

The syllabus for this course can be found in the electronic version of the article in Newsletter #11.

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Course on Historical Aspects of Children's Literature
Margot Hillel, Australian Catholic University

ENGL 212 Historical Aspects of Children’s Literature was taught at Australian Catholic University, Melbourne, in 2007 by Margot Hillel, Shurlee Swain, and Belinda Sweeney. As team-taught course, the class offered students a cross-disciplinary perspective on the topic.

Children’s literature has played its part both in establishing and reflecting society’s views of children and childhood. This interdisciplinary course is designed to develop in students an understanding of key debates in the history of childhood and the history of children’s literature; the social constructions of key concepts of childhood and the way in which sources are used to construct arguments within both disciplines. The course draws on a range of literary and historical sources to explore specific issues in the history of children’s literature and childhood. It develops an understanding of the importance of the value of literature as a way of considering constructions of childhood. In addition to the written representations of childhood, the course also gives attention to visual representations and how these manipulate the viewer in order to provoke a particular response and construct particular views of childhood.

The course runs for 12 weeks with lectures, tutorials and WebCT discussion boards. The topics covered are: What is a child? The Child in the Family; The Child at School; The Child as Redeemer; The Vulnerable Child; The Eroticised Child; The Body of the Child; The Heroic Child; The Racialised Child; Childhood and Politics; The Death of Childhood and The Child in Contemporary Society.

Each week, students are required to read the work of relevant literary critics and historians, as well as a novel, from a set list, on that week’s topic. Questions are given to guide students’ discussion on each topic. For the week on the family, for example, the questions are:
How is the family story used by writers to reinforce gender roles and social ideas of the times?
How is the family portrayed in such books?
What is the importance of the family to the child?
What is being constructed as the ideal family?
How do such books reflect dominant ideologies?
Discuss changes in these ideologies which might reflect changes in societal ideologies.
Is the bourgeois family ideal attainable across class lines?

The final assessment task is designed to draw together the threads of the unit and asks students to: ‘choose a historical piece of children’s literature, initially published at least 60 years ago, and write a critical, fully-referenced evaluation of the work. In the discussion, students must pay particular attention to the images of childhood represented in the book, the ideological underpinnings of these images and the social and cultural mores of the time in which the book is set.’ In order to complete this task, students had access to the University’s historical collection of children’s books.

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Using the History of Childhood to Teach the History of the American South
Anne Sarah Rubin, University of Maryland, Baltimore County

As I was preparing last winter to teach my course on the American South since Reconstruction, I knew that I wanted to do something different for at least one of the paper assignments. I was tired of traditional essays, and I wanted my students—primarily history majors—to work with different kinds of sources. I also wanted to figure out a way to incorporate the amazing collection of Lewis Hine Photographs at UMBC Special Collections. Hine is well known for his sensitive photographs of immigrants, workers, and especially of child laborers.

A young spinner in the Whitnel Cotton mill, Whitnel, NC., photographed by Lewis Hine in 1908
(The Photography Collections, University of Maryland, Baltimore County)
In 1908 Lewis Hine became a staff photographer for the National Child Labor Committee (a progressive organization dedicated to bettering conditions for working children). Hine spent the next decade traveling around the country documenting child laborers in a variety of industries: textile mills, coal mines, canneries, and the like. His sensitive and moving images helped to galvanize public support for limitations on child labor. UMBC has a collection of about 4700 images, and they have been digitized. I met with Tom Beck, Chief Curator of Special Collections, and together we came up with a plan for my students to take a selection of images and write essays placing them into historical context. They would use these essays as the basis of a website, which could highlight the resources we have at UMBC, as well as make the images more broadly available. Many of Hine's photographs, particularly those of young textile workers, have achieved iconic status, but they are really the tip of the iceberg.

I wanted to make things as easy for my students as possible (and to keep close control of the assignment), so I created "picture packets" of 5 related images. They might all come from the same mill, or the same industry. With only one or two exceptions, each packet comprised images from only one state. For example, the Mississippi: Shrimp Pickers packet held photographs of young workers in Biloxi, while North Carolina: Doffers showed young workers in Cherryvale, Gastonia, and Hickory. Because this was a class in Southern history, I limited myself to images from states south of the Mason-Dixon line. I looked for photographs with detailed captions (written by Hine himself), and I tried to find a range of occupations. Ultimately the packets came from thirteen states, and a range of work environments: textile mills, coal mines, agricultural labor, canneries, oyster shuckers and shrimp pickers, cigar and cigarette production, and glass-blowing. One surprise was how few photographs there were of African-American children. While I knew that few African Americans worked in the textile mills, I had expected to see more in other areas, and it appears that Hine simply didn't photograph them.

My class met with Tom Beck for an overview of the Hine pictures and Hine's life, and then I set them loose on their images, along with a long bibliography of works on Hine specifically and child labor in general. The students researched the occupations in their photographs, the larger industries, even the specific companies for whom the children worked. They found other primary and secondary sources, and one especially enterprising student went to the Library of Congress to do even more specific work. And the students turned up some fascinating information that helped to broaden their image of child labor and of its impact in the South.

I think students also came to realize, just as Hine's audience did almost a century ago, that child labor went well beyond the stereotype of the dead-eyed lint heads. Farm work was just as onerous as factory labor (though at least the children had the benefits of fresh air). One student discovered children as young as five in a Baptist-run orphanage in Waxahachie Texas being forced to pick cotton. Another explored the way that children were hired as "dinner toters," bringing meals to their parents in cotton mills but then staying on to work—this was a common attempt to evade the rudimentary child labor laws in effect. Students were shocked to find children as young as four or five working in canneries, often not speaking any English or receiving any schooling at all. They found connections between their packets at times: shrimp and oyster workers employed by the same large cannery company; berries and beans picked in Maryland being canned in Baltimore.
Once the students had finished their essays, they used a standard template to format them, and then uploaded them to the web. I did a little bit of work cleaning them up and building in links, and then (with the help of some IT staff at UMBC), we exported the site and made it public. It has already received some recognition—I've gotten notes from other people working on Hine and a reporter in Alabama used our site for an article on the oyster industry. The students generally enjoyed the project—even the ones who were afraid of the on-line aspects. I was quite pleased with how it all turned out.

This was a seamless way to integrate the history of childhood into a course. We often referred back to these children over the course of the semester, imagining them as adults facing the rigors of the Great Depression, the challenges of World War II and the profound transformation the South experienced in the 1950s-1960s. The Hine photographs helped to personalize the 20th century South, and that in turn strengthened my students’ connection to the course and the period.

The site can be seen at: [http://userpages.umbc.edu/~arubin/HIST402_SP2007/index.php](http://userpages.umbc.edu/~arubin/HIST402_SP2007/index.php)

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**Show and Tell: Not Just for Kindergarten**

James Marten, Marquette University

I teach “Childhood in America” at Marquette University about once very three or four semesters. The class normally attracts 30-35 students. Many are history majors, but a sizeable minority are elementary education, nursing, and psychology majors, among others. Interestingly, an overwhelming majority are women—perhaps 85-90 percent on average.

I’ve been requiring a version of an assignment I now call “Show and Tell” for a number of years. It’s a fun little project that asks students to consider artifacts as historical sources, gets them into the library, and asks them to present their findings orally as well as in writing. The exact wording of the project goes like this:

**SHOW AND TELL.** This assignment will take the form of a brief class presentation as well as a paper. Choose an object related to childhood—a toy, a children's picture book, some sort of childrearing object, etc.—and show (and tell) how it fits into the history of children and youth in the United States. It can be something from your own childhood; it can be an artifact that you find on the internet (in which case you'll need to provide images of that artifact and/or the URL of the site on which you found it). Answer as many of the following questions as well as you can (but feel free to explore other ideas as well): Who produced the object? Who was the audience? What were some of the ideas and values assumed by the makers and users of the object (for instance, gender roles, ethnicity, religious beliefs, patriotism)? Were there equivalent versions of this object in earlier time periods? Are there equivalent versions still being used? Whose interests were or are being met by this object (parents or children, teachers or students, etc.)? You must use sources beyond class lecture notes and readings. At least one of your sources must be a book.
The paper runs about 500 words (this is one of three short, formal papers; the others are on children in fiction and on three generations of advice books for parents) and comprises 10 percent of the final grade. Students also write four shorter, less formal papers (called “Through Children’s Eyes”) and take two essay exams. Half of the class make their presentations about halfway through the semester, while the other half presents late in the semester. Papers are due on the days of the presentations.

The stage is set for these individual projects on the first day of class, when the students participate in an un-graded group activity called the “Instant Museum Class Project.” After going over the syllabus and other administrative details during the first portion of the 75-minute period, I divide the class into small groups and distribute the following instructions: “For the next half-hour or hour you and a team of classmates will be “curators” in a new museum related to the history of children. Examine and read the artifacts scattered around the room. Then 1) write a 2-3 sentence museum label for each, and 2) jot down some thoughts of how each might add to our knowledge of children’s lives in the past.” Their thoughts are to be organized around the “Mission Statement” of the fictional “Museum of Children’s History,” which is dedicated to “a) Showing and describing the forces shaping the contours of children’s lives in the United States, b) Demonstrating how attitudes about children and childrearing styles have evolved over time, and c) Displaying the ways that children were expected to act—and how they really acted. We spend the last ten minutes of the period discussing their responses.

The first time I did this was very spur of the moment; I literally spent the half hour before class selecting a rather random bunch of objects or pictures that I happened to have in my office or could access quickly on the internet. Since then I’ve been better about planning ahead. The current lineup of objects cover most of the 20th century:

1. A photograph of a memorial statue to a little girl at her Buffalo, New York, gravesite, ca. late 19th century.


3. The *History of the United States in Words of One Syllable*, ca. 1900.

4. A tinted photograph of a couple of dozen children playing on a merry-go-round (an old wood and iron model that could be found in small town playgrounds when I was growing up) in a Milwaukee park, ca. 1910s.

5. An issue of *Pluck and Luck*, a juvenile magazine, published in the 1920s.

6. WWII propaganda posters featuring children.

7. *This is Jim*, a picture book ca. 1950s. (This is actually a book given to me by my grandmother; it features a little boy thinking about all the jobs he could do when he grows up, with his little sister Jan—my sister’s name is Jane—tagging along.)
This is a pleasing way to break the ice and to get the students thinking about objects and images from their own childhoods that may have more meaning than they had previously considered.

The Show and Tell projects have revolved almost exclusively around toys. Not surprisingly, most come from their own childhoods. Last spring we were treated to presentations on Play-Doh, one of the first video game platforms, an Easy-Bake Oven, Crayola Crayons, and the first generation of Star Wars action characters (borrowed from a student’s older brothers). But mainly—and this was a bit unusual—students chose to write and talk about dolls. Inevitably, there were several presentations on Barbie and several on the American Girl series.

Mostly, the students stick to the facts they learned about the artifacts in books, articles, catalogues, corporate websites, and so forth. But the doll presentations were much more lively. The young women were, of course, talking about issues in their own lives when, for instance, they showed how Barbie had evolved from a Malibu blonde into a professional woman. They described conflicts with mothers who wanted them to preserve the integrity of the expensive American Girls dolls, which limited the amount of actual play that could occur.

One of the themes of the course—and of most courses in children’s history, I imagine—is the notion that childhood is a social construction. The best Show and Tell presentations grapple with the ways in which makers and adult purchasers of toys create those constructions of childhood, reflect societal assumptions and pressures, and participate in the consumerism that has affected children’s play since the 19th century. Most of the students got the latter point, especially; one woman recalled being a little bewildered—and bemused—by her father’s insistence on buying for her every Barbie that ever came out, but making her keep them in the their boxes. Perhaps the most amusing—and most telling—presentation was made by a woman who horrified her mother when she trimmed her American Girl’s hair and “pierced” her ears.

Like most assignments in undergraduate courses, this one works on a number of levels and is more or less effective depending on how the deeply the students reflect on the issues presented in class. At its simplest, Show and Tell teaches students that historical “documents” include more than just books and papers. At its best, it encourages students to explore the multiple meanings of childhood.

Ed. note: Some of the documents used as part of Show and Tell can be seen in the electronic version of this article in Newsletter #11.
Newsletter Columns

Canadian Happenings
Mona Gleason, Educational Studies
Tamara Myers, History
University of British Columbia

With the launch of the History of Children and Youth Group website and official affiliation with the Canadian Historical Association this past year, scholarly activity in Canada is thriving. A particularly important marker of the maturing of the field is the upcoming meeting of the Canadian Historical Association in Vancouver, British Columbia, 2-4 June 2008. For the first time in the organization’s history, ‘childhood, youth and generations’ is one of three themes. The preliminary program or the meeting is now available on the CHA website (www.cha-shc.ca) and numerous sessions are dedicated to various topics related to the history of children and youth in Canada and beyond. Session titles include:

- New Norms for Childhood
- Children's Experiences with War, Crime, and Sickness
- The Politics of Babies Around the Globe
- The Historical Shaping of the Critical Mind: Experiences and Identities of Youth and the Formation of University Cultures
- Conflicting Paths, Contrasting Cultures: Comparative Approaches to Intergenerational Relationships Between Children, Youth, and Parents
- Print Cultures and Youth Cultures

Dr. Paula Fass from the University of California, Berkeley, will offer the CHA Keynote address entitled, “Children on the Edge of History and Historiography.”

The first Neil Sutherland Prize for the best scholarly article in the history of children and youth will be awarded at the CHA in Vancouver. This award honours Dr. Sutherland’s pioneering work as a leader in the history of children and youth in Canada. Articles in any area pertaining to the history of children and youth published in scholarly journals and books between January 2006 and December 2007 are eligible for consideration for the prize. In keeping with Dr. Sutherland’s deep interest in the scholarship on children and youth around the world, the prize is open to all national contexts. For details, see http://www.edst.educ.ubc.ca/HCYG/.
Two important exhibits on the history of children recently came straight to where I live, or, rather, work, at the Western Reserve Historical Society of Cleveland, Ohio. So when I was asked to continue the SHCY Newsletter’s column on Websightings, I thought it would be interesting to combine the column with a museum review of the exhibits, including additional information about online resources. Currently on exhibit at WRHS until November 2008 is Short & Sweet: Two Centuries of American Childhood, in the Chisholm Halle Costume Wing (www.wrhs.org).

Also on exhibit for a brief period last fall at WRHS was A Montessori Journey 1907-2007, a centenary exhibit sponsored by the North American Montessori Teachers’ Association (http://montessoricentenary.org, http://www.montessori-namta.org/NAMTA/index.html). WRHS is a local historical society focusing on the history of northeastern Ohio, an area once known as the Western Reserve of Connecticut. Exhibits and activities at the society thus have a local flavor but also seek to highlight themes of relevance to those from beyond the region. Both Short & Sweet and A Montessori Journey demonstrate how local historical societies aim to teach the public about important issues in engaging and entertaining ways.

A Montessori Journey traveled to many other cities, including Toronto, Washington, DC, Minneapolis, and San Francisco. Much impressed me about this exhibit. Two routes, one historical, one contemporary, allow the visitor to both learn how Montessori developed in different countries and to see what the movement is achieving today. The exhibit is astonishingly comprehensive, with information on the development of Montessori in Italy, the United States, Australia, Spain, the Netherlands, Austria, Germany, England, Ireland, Scotland, France and India. Additional countries are covered along the contemporary route. More than just informative panels and intriguing photographs, the exhibit also includes important artifacts, such as the furniture of the Vienna Haus der Kinder environment of the 1920s and 1930s and examples of the hands on learning materials used by Montessori in different cultures. The exhibit has now found a permanent home at the Montessori Training Center of Minnesota (www.mtcm.org).

Sponsored by the North American Montessori Teachers’ Association, the exhibit led me to the group’s website. While the site serves as the home for a professional association with its focus on resources for today’s teachers, the historian with an interest in Montessori is likely to find much of interest. Researchers will be most interested in the NAMTA Montessori Bibliography Online. This web-based database includes over 18,000 citations of sources in English related to Montessori from 1909 to the present. Researchers have access to the database for the relatively small fee of twenty dollars a year for the individual/non-member of NAMTA. The research section also includes additional downloads and bibliographies.

The Montessori Centenary site (www.montessoricentenary.org) includes links to information about the exhibit but also highlights the resources offered to celebrate the anniversary. These
include reproductions of letters establishing the movement and two sections of historical photographs. One of those sections, under Social Reform, includes images of the movement in India, China, Nigeria, and Lithuania. These can be clicked through easily and are well worth viewing. The other section of photographs, under Montessori, then Montessori History, highlights those photographs used in a quilt made to celebrate the anniversary. The scope of the centenary celebration, not to mention the Montessori activities more generally, attests to the success and strength of the movement.

*Short & Sweet: Two Centuries of American Childhood* offers a rare opportunity for the student of history to see children’s dress and material culture on display. Handsomely arranged in a spacious, single room gallery, *Short & Sweet* shows concretely how views of children changed from 1740 on and pays special attention to evolving attitudes toward gender and class. Curated by Megan Spagnolo, the Curator of Costumes and Textiles at WRHS, the exhibit will be of special interest to scholars of the history of children and may encourage them to turn to local institutions in their own communities to find equally interesting artifacts.

Spagnolo chose to design the exhibit because children’s costume is one of the distinguishing features of the costume collection at WRHS. Due to the interest of earlier curators, a substantial number of children’s items were collected, over 1,200. Though these items are just a small percentage of the 40,000 costumes and textiles at WRHS, they offered Spagnolo many choices for display. Spagnolo aimed to present an overview of children’s dress, in an effort to show the range of the collection and to highlight specific themes.

The exhibit begins in 1740, comparing children’s clothing of the time to the clothing worn by adults. Progressing through the decades, one learns about the styles of garments used for christening ceremonies, the effect on children’s dress of children’s literature such as *Little Lord Fauntleroy*, the care of infants, the development of the use of pink for girls and blue for boys, and, finally, in the mid-twentieth century, about the effect of organized recreation on children’s dress. Another theme addressed is the influence of Queen Victoria and her family on the way women around the world dressed their children. Plaid tartans and sailor suits offer evidence of this influence.

Spagnolo especially appreciated the opportunity to show clothing worn by males. Because men’s clothing is not displayed as often because it varies less than women’s clothing, Spagnolo highlighted several dresses for young boys in the exhibit. In one case, a photograph from the Historical Society’s archives shows the donor wearing the dress. One of the advantages of the exhibit is that the visitor can see just how and when gender differences became increasingly marked.

Complementing the exhibit are several artifacts, including a ca. 1920 child’s ice cream table meant to advertise Tellings ice cream and the Belle Vernon Dairy, a “Little Toidey” potty seat from 1944-1945, and a 1940s Sunny Suzy toy washing machine. While the WRHS website only includes basic information about *Short & Sweet*, the collections of the Historical Society can be searched in the online catalog, most easily reached by selecting “Search Collections” on the left at [www.wrhs.org](http://www.wrhs.org). Searches can be done by keyword and subject and combined with a search in the Historical Society’s Library and Archives.
Given the strength of these two exhibitions, the historian is well advised to consider the local historical society an important ally in the mission of promoting the history of children and youth.

Ed note: Images from the exhibit are included in the electronic version of the article in Newsletter #11.

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**News from the Field, I**
compiled by Nancy Zey, Sam Houston State University

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**Member News**

**Joan E. Cashin** (The Ohio State University) organized a forum on race and the American family, which was published in the *Journal of Family History* in January 2008. Participants included **Steven Mintz**.

**Anne Lundin** (Professor, University of Wisconsin-Madison), School of Library and Information Studies is retiring in May 2008. She plans to continue her research into the early kindergarten movement and children's rooms in libraries, in Froebel and his influence on children's literature. She did a paper on the cultural work of Kate Douglas Wiggin at the conference in Sweden and hopes to continue that pursuit of literary and institutional history.

**Joseph Hawes**, one of SCHY's founding members and its first president, retired from the University of Memphis in December. He plans to continue writing and spend the rest of his time simply refining the meaning of "retire."

In Fall 2007 **Joanna B. Michlic** took the position of The Helene and Allen Apter Chair in Holocaust and Ethical Values at Lehigh University, Bethlehem, PA.

**Stephen Gennaro** completed PhD in Communications at McGill University in Montreal, Canada with a dissertation entitled "Selling Youth: How Market Research at the J. Walter Thompson Company Framed what it meant to be a Child (and Adult) in 20th Century America."
He also received a Post Doc at UCLA Graduate School of Education & Information Studies and is working with Dr. Douglas Kellner.

In January 2007, Jonas Qvarsebo took a position as Head of Department and Senior Lecturer at Children, Youth and Society, School of Teacher Education, Malmo University, Sweden. The school is in the process of updating its website, but there is some info in English already: http://www.mah.se/templates/Page_____13079.aspx

The Urban History Association Kenneth Jackson Award for Best Book (North American) published in 2006 has gone to Timothy Gilfoyle (Loyola University of Chicago) for A Pickpocket's Tale: The Underworld Of Nineteenth-Century New York (W.W. Norton, 2006).

In July 2007, Ann Kirson Swersky received her doctorate from Tel Aviv University with a dissertation entitled “Future Citizens: Wards of the State at the Monson State Primary School, Massachusetts 1866-1894.”

There has been a change of position in the Folk Arts Department of the Germanisches Nationalmuseum at Nuremberg, Germany. Dr. Heidi A. Mueller has retired, and the new curator is Dr. Claudia Selheim. The Toy Collection is a part of her department, too.

Don Romesburg has just accepted a tenure-track Assistant Professorship in Women's and Gender Studies at Sonoma State University, which will start in Fall 2008.

**CONGRATULATIONS ALL!**

**New Books by SHCY Members**


**Charles Dorn** (Bowdoin College) has a new book out entitled *American Education, Democracy, and the Second World War* (Palgrave Macmillan, 2007). It examines how U.S. educational institutions during World War II responded to the dilemma of whether to serve as “weapons” in the nation’s arsenal of democracy or “citadels” in safeguarding the American way of life. By studying the lives of wartime Americans, as well as nursery schools, elementary and secondary schools, and universities, Charles Dorn makes the case that although wartime pressures affected educational institutions to varying degrees, these institutions resisted efforts to be placed solely in service of the nation’s war machine. Instead, Dorn argues, American education maintained a sturdy commitment to fostering civic mindedness in a society characterized by rapid technological advance and the perception of an ever-increasing threat to national security.
First book alert: **Luminita Dumanescu** (Babes-Bolyai University, Romania), *Children's Transylvania: Demographic Aspects of Childhood in the second half of 19th Century* (Argonaut Publishing House). It is published in Romanian.

**Julie Miller** (Hunter College, City University of New York) announces the publication of *Abandoned: Foundlings in Nineteenth-Century New York City* is being published by New York University Press on April 1, 2008.


**Heather Munro Prescott** (Central Connecticut State University), is the author of the new book *Student Bodies: The Influence of Student Health Services in American Society and Medicine*. Published by the University of Michigan Press, the book explores connections between university health centers and the evolution of American health and medicine, linking developments in college health with larger trends in American cultural and medical history. Drawing on a variety of primary sources, Professor Prescott examines the relationship between administrative regulation of "student bodies" and broader social-cultural views about young adults and their status in 19th- and 21st-century America.

**Ingrid Söderlind** (Institutet för Framtidsstudier) announces a couple of new studies from Sweden which may be of interest to members: **Marianne Dahlén**: *The Negotiable Child. The ILO Child Labour Campaign 1919-1973* (2007) Uppsala University, Department of Law (in English) and **Anna-Karin Frih**: *Flickan i medicin. Ungdom, kön och sjuklighet 1870-1930* (*The girl in the medicine. Youth, gender and illness in Sweden 1870-1930*) (Örebro University, Sweden, 2007) - in Swedish but with an English Summary.

**Heidi A. Müller** has a new book out: Good Houskeeping: A Domestic Ideal in Miniature. The Nuremberg Doll Houses of the 17th Century in the Germanisches Nationalmuseum. Translation into English by Sarah C.D. Slenczka (Nuremberg, 2007). The large Nuremberg doll houses of the 17th century to which the volume is devoted represent both a singular ensemble within the collections of the Germanisches Nationalmuseum and the keystone of its toy collection. Thanks to the scope, detail and diversity of their inventory, these miniature houses offer invaluable insights into the cultural history of the 17th century. By focusing on characteristic furnishings and drawing comparisons to both the Nuremberg burgher house and surviving material culture, the author seeks to demonstrate and interpret the relationship of the doll houses and their contents to contemporary domestic reality. Of pivotal significance is the Stromer Doll House of 1639 whose inventory of more than 1000 mostly original furnishings provides a superb impression of a complete burgher household of the period.

**Marta Gutman** (City College of New York) and **Ning de Coninck-Smith** (Arhus University) have co-edited *Designing Modern Childhoods: History, Space, and the Material Culture of Children* (Rutgers University Press, 2008) Architectural historians, social historians, social
scientists, and architects examine the history and design of places and objects such as schools, hospitals, playgrounds, houses, cell phones, snowboards, and even the McDonald’s Happy Meal. Special attention is given to how children use and interpret the spaces, buildings, and objects that are part of their lives, becoming themselves creators and carriers of culture. The authors extract common threads in children’s understandings of their material worlds, but they also show how the experience of modernity varies for young people across time, through space, and according to age, gender, social class, race, and culture.

Articles and Book Chapters

R. Danielle Egan and Gail Hawkes have co-authored “Producing the Prurient through the Pedagogy of Purity: Childhood Sexuality and the Social Purity Movement,” Historical Sociology 20 (4)443-461 as well as “Sexuality and The Strange Carnalities of Advertisements: Deconstructing the Discourse of Corporate Paedophilia,” Australian Feminist Studies (Forthcoming). They are also in the process of co-editing a special issue of Historical Sociology on the History of Sexuality of Childhood and Youth.


Robin Bernstein (Harvard University) has a new article out: "'Never Born': Angelina Weld Grimké's Rachel as Ironic Response to Topsy." The Journal of American Drama and Theatre, Volume 19, Number 2 (Spring 2007): 61-75. This article focuses on the uses of child-characters in Rachel, an anti-lynching play by Harlem Renaissance playwright Angelina Weld Grimke.

News from the Field

In March 2008, members can attend a roundtable on Catriona Kelly's Children's World: Growing Up in Russia, 1890-1991 at the Southern Conference on Slavic Studies in Atlanta. It will feature Rebecca Friedman, Assistant Professor, Department of History Florida International University; E. Thomas Ewing, Associate Professor in the Department of History at Virginia Tech; and Jacqueline Olich, Associate Director, UNC-Chapel Hill Center for Slavic,
Eurasian, and East European Studies. At the same conference, Jacqueline M. Olich will make a presentation on "Images of Soviet Children in the Frank Whittston Fetter Collection"

2008 is a year of celebrations as the Norwegian Centre for Child Research (NOSEB) has its 25 year anniversary and the Department of Child Studies have its 20 anniversary. Both departments have an important strand of historical studies. The Department of Child Studies multidisciplinary environment has a number of historians since the founding of the department in 1988 when Professor Bengt Sandin was the first historian to be hired. Professor Bengt Sandin has taken on the task of being department head at Child Studies at the department of Thematic Studies in Linköping University after his sabbatical in California last academic year. Historian Professor Ellen Schrumpf was recently hired at NOSEB. The process of planning birthday parties is running it due course and not yet made public. Bengt Sandin is presently working on a study of the identity of the fetus, welfare policies and abortion politics in Sweden and a study of the history of child psychiatry in Sweden together with psychologist Karin Zetterkvist-Nelson. The historians Judith Lind and Cecila Lindgren and psychologist Karin Zetterkvist Nelson received a major research grant for a study of adoption which bring together historical and contemporary perspectives.

Miroslava Chavez-Garcia (University of California-Davis) brings to members’ attention that the Boalt Hall School of Law, at the University of California, Berkeley, hosted a two-day symposium on “Juvenile Justice Reform: Forty Years After /Gault/,” on October 26 & 27, 2007. The conference brought together an exciting and diverse array of folks working on juvenile justice. Judges, probation officers, advocates, academics, community organizers, and former youth offenders -- as well as many others -- attended this event. Topics included Reforming Juvenile Corrections in California, Disproportionate Minority Confinement, and Juvenile Justice in the Media. On October 26th, at lunch time, Bernardine Dohrn, Clinical Associate Professor of Law, Northwestern University Law School and Director, Children and Family Justice Center, gave a riveting account of the juvenile justice system and the role of race in that system in the last thirty or so years, ending with the recent events in the "Jena 6" case. When finished, Professor Dohrn brought audience members to their feet in appreciation of her moving presentation. For more on the details of the event, see http://www.law.berkeley.edu/centers/bccj/conferences/gault/program.html . The conference webpage now includes video from every panel, all of the powerpoint presentations given at the conference and biographies of the presenters. Follow this link to the site: http://www.law.berkeley.edu/centers/bccj/conferences/gault/program.html Please check the website for information about upcoming roundtable and symposium events and BCCJ’s other projects at www.bccj.berkeley.edu

Hatto Fischer wishes to point members to the Kids' Guernica movement which started in Japan 1995. Its 15th anniversary will be celebrated with an exhibition and workshop in Florida organized by Tom Anderson in January 2010 (Tom Anderson, Florida State University, tanderson@fsu.edu)and an international festival in Ubud, Bali in August. Children paint in a collaborative learning process peace murals the same size as Picasso's Guernica (7,8 x 3,5 m).

We held in the past year a workshop with 18 murals being exhibited in the public square in Chios, took then a peace mural which had been started there in May to Izmir, Turkey to let Greek
and Turkish children paint together a new peace mural and then exhibited it along with others at a joint event with the ECCM Symposium "Productivity of Culture" in Athens, Oct. 17 - 21, 2007. For more information about that event see [www.productivityofculture.org](http://www.productivityofculture.org) while further information about Kids' Guernica you find on our website [www.poieinkaiprattein.org](http://www.poieinkaiprattein.org) or else by going to the international one in Japan at [www.kids-guernica.org](http://www.kids-guernica.org) where Takuya Kaneda is the international coordinator.

We plan to undertake a Kids' Guernica action in Olympia when the Olympic Flame is being lit. We plan to send the peace mural painted by children of Olympia in dedication to the 'tree of life' as an open letter to the children of China along with the flame passed on by torch relay for the opening of the next Summer Olympic Games in Beijing, China. Kids' Guernica is planning this year to undertake further actions in Lebanon, Martinique, Chicago and hopefully in Belfast. The main contribution of Kids' Guernica is towards a peace process. By letting children enter such an intercultural learning process already at an early age, they discover with their imagination a way to express a wish for another world not marked by war. Over the next two years a lot of focus shall be on actions in the United States. It is hoped to involve children museums and to bring about a world exhibition in New York.

**Dirk Schumann** reports that since November 2007 he has been part of an **interdisciplinary and international research group** at the ZiF Bielefeld (Center for Interdisciplinary Research) that **discusses the question whether there has been a "loss of control" of violence** (on an individual, a group, and a state level) in the recent past. His is focusing on school violence in the U.S. and Germany in this context and is mainly examining expert debates and approaches to dealing with the problem since the 1970s. A German colleague, **Klaus Weinhauer**, investigates youth violence in the U.K. and Germany since the 1960s. Another German colleague, **Barbara Kaletta**, examines recent school shootings in Germany. A concluding conference will take place in September; its papers will very likely be published as a collection of essays. More information is available at [http://www.uni-bielefeld.de/ZIF/FG/2007Control/index.html](http://www.uni-bielefeld.de/ZIF/FG/2007Control/index.html).

**New Websites**

**David Lancy** (Utah State University) announces the following website on the **“Anthropology of Childhood”** and invites contributions from SHCY members. Also note that the April issue of *Anthropology News* will be devoted to children and youth.

[http://www.anthropologyofchildhood.usu.edu/](http://www.anthropologyofchildhood.usu.edu/)

**Jacqueline Olich** (UNC-Chapel Hill) brings to members’ attention several websites:

"**Childhood in Russia 1890-1999**: A Social and Cultural History" A large-scale study of the experience of childhood in Russia from late Tsarism to the end of the Soviet period, based on an extensive oral history project, archival and printed sources directed by Oxford's Catriona Kell. " [http://www.mod-langs.ox.ac.uk/russian/childhood](http://www.mod-langs.ox.ac.uk/russian/childhood)

"**The Whisperers: Private Life in Stalin's Russia**" Between 2003 and 2006, three teams of researchers from the Memorial Society in St Petersburg, Moscow and Perm recovered several hundred family archives (letters, diaries, personal papers, memoirs,
photographs and artefacts) that had been concealed by the survivors of the Stalin Terror in secret drawers and under mattresses in private homes across Russia. In each family extensive interviews were carried out with the oldest relatives, who were able to explain the context of these private documents and relate them to the family's history. This represents a unique collection of documents and testimony about private life in the Stalin period, reflecting the interior world of ordinary families and individuals. A selection of these archives, transcripts and sound extracts of the interviews, and English translations of some of the transcripts can be accessed on this site.

http://www.orlandofiges.com/index.php  and
http://www.orlandofiges.com/familyHistory.php

Benjamin Abelow has posted a simple website that describes his work on the links between childhood and religion from an interdisciplinary approach. He is especially interested in the possibility that historically widespread patterns of childhood punishment, abandonment, and neglect have deeply shaped religious traditions and experiences. The web address is: http://www.childhoodandreligion.info

Marquette University announces the launch of a major digital collection related to the history of children and youth: The Indian Sentinel magazine, which was the official publication of the Society for the Preservation of the Faith among Indian Children. The magazine is part of the Bureau of Catholic Indian Missions collection in the special collections section of the Raynor Memorial Library at Marquette. More information on the collection can be found at: http://www.marquette.edu/library/information/news/2008/Indian_Sentinel.html
The fully searchable collection is at http://digitalmarquette.cdmhost.com/IS/index.html

Call for Papers

CFP – deadline February 15, 2008! “Youth and Transition in Central Asia,” The Third International Student Conference on Youth and Transition in Central Asia will take place at International Atatürk Alatoo University, Bishkek, April 23, 2008. Central Asian states faced a new world order alongside independence after the Soviet Union's collapse. A vital characteristic of the new order was the transition from planned to a market economy. Undoubtedly this process affected society to a great extent. Equally, this process is getting faster and more penetrative due to the advanced technological age that we find ourselves in. How does this process and transition affect Central Asian youth and how do young people perceive this, how is this process seen through their eyes? The aim of this conference is to evaluate how Central Asian youth is coping with this transition, what are the opportunities available to them, the potential hurdles that they may face and the possible solutions that they have toward it. We await views, analysis and opinions with regard to the following and other related fields: Educational opportunities; Socio-economic factors; Networking and the media; Internet; Cultural gains; Sport and health; Art; Languages; Religion; History; International Relations; Sociology and Anthropology. Submitted abstracts should be single-spaced, contain a maximum of 300 words (including the title and the reference), and be in Times New Roman 12. The title should be in bold, centered at the top of the page, next your name, university where you study, country you are studying in, and your e-mail address. The deadline for submission of abstracts: Feb. 15; for Final papers April 1, 2008.
Applicants will be notified of their acceptance by Feb. 21, 2008. All papers will be published. Best papers will be awarded. All abstracts should be sent to: 
iaaustudentconference2008@yahoo.com  E-mail: info@iaau.edu.kg
Internet: http://www.iaau.edu.kg

**Upcoming Events**

Members may be interested in “Scouting: A Centennial History Symposium,” which will take place at Johns Hopkins University on February 15-16, 2008. This conference aims to examine the history and legacy of the global Scout movement over the past century by bringing together scholars from around the world to share their expertise. For more information, visit the conference website: http://userpages.wittenberg.edu/tproctor/scoutwebpage08.htm.

In June 2-4, 2008 the University of British Columbia will welcome the Canadian Historical Association to its Point Grey campus in Vancouver. Water and mountains define the city and university, marking the end of a continent and the possibility for new beginnings. Where the eastern rim of the Pacific meets the western edge of North America, a diverse modern city emerged at the site of ancient indigenous landscapes, incorporating but not obliterating them. “Vancouver” is the product of place-making and remaking; of de-centring and re-centring. It is the site of hybridity; the blurring of the natural and cultural; the indigenous and the foreign. It is a place where there has been room for the embrace of the new and counter-cultural. While the CFP deadline has passed, members may be interested in attending this meeting, whose program will include sessions on childhood, youth, and generations; environments, cultures, and power; and migrations, place, and identities. Please see the website for more information: http://www.fedcan.ca/congress2008/services/accommodation.html. A preliminary program can be found at http://www.cha-shc.ca/bilingue/annual_annuel/2008/CHAPrelimProg.pdf

**Request to Edit Wikipedia Entries**

Anthony Krupp writes: As you no doubt know, wikipedia.org is one of the first sources(sometimes the only one) to which our students turn for enlightenment. Currently, Wikipedia articles on "child" and "childhood" are woefully deficient. (Please take a quick look at either article right now.) If you are reading this note, you are likely well situated to improve these articles swiftly and significantly. Wikipedia is very easy to use, but if you feel uncomfortable editing, please feel free to send text you'd like to see incorporated into either article to Anthony Krupp (anthonykrupp@gmail.com), who will do so for you.
News from the Field, II
Compiled by David Pomfret

This column provides a brief introduction to recent, mostly English-language, publications potentially of interest to scholars working on the History of Childhood and Youth.


Penny Brown has published *A Critical History of French Children’s Literature* with Routledge (2008), offering a useful overview to the subject from the seventeenth century to the present. Another publication from a scholar working on nineteenth century literature and culture which may be of interest to readers is, Linda M. Austin’s, *Nostalgia in Transition, 1780-1917* (University of Virginia Press, 2007), which contains interesting reflections on childhood in relation to nostalgia as a literary trope.

On Africa, Nicolas Argenti’s, *The Intestines of the State: Youth, Violence, and Belated Histories in the Cameroon Grassfields* has been published with University of Chicago Press (2007).

On South America, Ondina E. González and Bianca Premo have brought out an edited volume containing essays entitled, *Raising an empire: children in early modern Iberia and colonial Latin America* (University of New Mexico Press, 2007).

The postwar era is continuing to attract attention from historians of childhood and youth and an example of recent work is Anna Saunders,’ *Honecker’s Children: Youth and Patriotism in East(ern) Germany, 1979-2002* (Manchester University Press/Palgrave, 2007).

On the premodern period, Paul B. Newman has published *Growing up in the Middle Ages* (McFarland and Company Inc., 2007).

**Recently Completed Dissertations and Dissertations in Progress**

Compiled by Colleen Vasconsellos

Ahn, Junehui. “‘You're my friend today, but not tomorrow’: Learning Middle-Class Sentiments and Emotions Among Young American Children.” PhD, University of Michigan, 2007.

Johnson, Karen J. “Materializing Childhood: An Historical Archaeology of Children in Roman Egypt.” PhD, University of Michigan, 2007.


Nardi, Patricia M. “Mothers at Home: Their Role in Child-Rearing and Instruction in Early Modern Europe.” PhD, City University of New York, 2007


**Dissertations In Progress**

Dissertator: Sheila Marie Aird, Howard University
Advisor: Selwyn H. H. Carrington

Dissertator: Elena Albarran, University of Arizona
Advisor: William Beezley

Dissertator: Jonathan Anuik, University of Saskatchewan
Dissertation title: “Métis Children and the Christian Educational Agenda--The Formation of a Métis Childhood in the West”
Advisor: James R. Miller

Dissertator: Megan E. Birk, Perdue University
Advisor: R. Douglas Hurt

Dissertator: Ellen Boucher, Columbia University
Dissertation title: “An Imperial Investment: British Child Emigration to Southern Rhodesia and Australia, 1900-67”
Advisor: Susan Pedersen

Dissertator: Amanda Brian, University of Illinois, Urbana-Champaign
Dissertation title: “Bonds of Empire: Growing Children in the Kaiserreich, 1871-1918”
Advisor: Peter Fritzsche

Dissertator: Kathryn Bridge, Victoria University
Advisor: Lynne L. Marks

Dissertator: Tarah Brookfield, York University
Dissertation title: “‘Our Deepest Concern Is for the Safety of our Children and Their Children': Maternal Solutions to Cold War Fears in Canada and Abroad, 1950-80”
Advisor: Kathryn McPherson

Dissertator: Michael Carriere, University of Chicago
Dissertation title: “‘I Now Pronounce You Children of a New Age': Columbia University, Democracy, and Economy in New York City, 1960-98”
Advisor: Neil Harris

Dissertator: Daphne R. Chamberlain, University of Mississippi
Dissertation title: “‘...And a Child Shall Lead the Way': Children’s Participation in the Jackson, Mississippi, Freedom Struggle, 1947-67”
Advisor: Charles K Ross

Dissertator: Jessa Chupik, McMaster University
Dissertation title: “The Institutional Confinement of 'Idiot' Children in 20th-Century Canada: The Case of the Orillia Asylum, 1900-35”
Advisor: Kenneth Cruikshank

Dissertator: Caroline Collinson, The Ohio State University
Dissertation title: “The Littlest Immigrants: Adoption, Migration, and Exploitation of Border Crossing Children in the Americas”
Advisor: Judy Tzu-chun Wu

Dissertator: Jia-Chen Fu, Yale University
Dissertation title: “Society's Laboratories: Mapping Children's Health in Republican China, 1928-49”
Advisor: Jonathan D. Spence

Dissertator: Kevin L. Gooding, Purdue University
Dissertation title: “For the Children’s Souls: Interdenominational Competition and the Religious Education of Children in Indiana, 1801-50”
Advisor: Franklin T. Lambert
Dissertator: Justus G. Hartzok, University of Iowa  
Dissertation title: “Children of Chapaev: The Russian Civil War Cult and the Creation of Soviet Identity, 1918-82”  
Advisor: Paula Michaels

Dissertator: Moira Hinderer, University of Chicago  
Dissertation title: “Making African American Childhood: Chicago, 1890-1930”  
Advisor: Julie Saville

Dissertator: Bryn Varley Hollenbeck, University of Delaware  
Advisor: Ritchie Garrison

Dissertator: Daniel Lee, University of California, Berkeley  
Dissertation title: “Children of African American Soldiers and German Women Post-World War II”  
Advisor: None given

Dissertator: Karen Lucas, University of California, Berkeley  
Dissertation title: “The Immigration of Unaccompanied Children to the U.S. between the End of the Civil War and the Immigration Restrictions of 1924 and 1925”  
Advisor: None given

Dissertator: Tanya Maus, University of Chicago  
Dissertation title: “Child Saving: Psychology, Poverty, and Juvenile Reform in Late Meiji and Early Taisho Japan, 1895-1920”  
Advisors: Tetsuo Najita and James Ketelaar

Dissertator: Helen E. McLure, Southern Methodist University  
Dissertation title: “‘I Suppose You Think Strange the Murder of Women and Children’: White-Capping and Lynching in the American West, 1870-1930”  
Advisor: Sherry L. Smith

Dissertator: Leslie Miller, University of Georgia  
Advisor: Bryant Simon

Dissertator: Valerie H. Minnett, Carleton University  
Dissertation title: “The Prescription and the Cure: Children’s Bodies and Ideal Health in Canada, 1908-50”  
Advisor: James Opp
Dissertator: Joselyn C. Morley, Carleton University
Dissertation title: “‘Mother Dead, Father Living, A Very Useless Man’: Children in Need, the Protestant Orphan's Home, and Municipal Welfare in Ottawa, 1915-29”
Advisor: Dominique Marshall

Dissertator: Heidi Morrison, University of California, Santa Barbara
Dissertation title: “The Development of the Concept of Childhood in Modern Egyptian History”
Advisor: Nancy E. Gallagher

Dissertator: Sarah Mulhall, The Johns Hopkins University
Dissertation title: “Treated as a Child Should Be: New York City Orphan Asylums and 19th-Century Conceptions of Childhood”
Advisor: Toby Ditz

Dissertator: Rachel Neiwert, University of Minnesota
Advisor: Anna K. Clark

Dissertator: Claire O'Brien, University of Southern Illinois, Carbondale
Dissertation title: “‘A Credit to Their Race’: White Authors Look at African American Children, 1930-60”
Advisor: Kay J. Carr

Dissertator: Okezi Otovo, Georgetown University
Dissertation title: “Medicine, Maternity, and Modernization: Theories of Progress and Child-Rearing Institutions in Brazil, 1870-1940”
Advisor: Bryan McCann

Dissertator: N'Jai-An Patters, University of Minnesota
Advisors: Elaine Tyler May and Kevin P. Murphy

Dissertator: Lizbeth H. Piel, University of Hawai`i, Mānoa
Advisor: Sharon A. Minichiello

Dissertator: Jessie B. Ramey, Carnegie Mellon University
Dissertation title: “Contested Childhood: Black and White Orphans, Poor Families, and Institutional Childcare in Pittsburgh, 1877-1939”
Advisor: Tera Hunter
Dissertator: Johanna Ransmeier, Yale University
Dissertation title: “‘No Other Choice’: The Sale of Women, Children, and Laborers in Late Qing and Republican China”
Advisor: Jonathan D. Spence

Dissertator: Andrew Ruis, University of Wisconsin, Madison
Advisor: Judith W. Leavitt

Dissertator: Carrie T. Schultz, Boston College
Advisor: James O'Toole

Dissertator: Michal Shapira, Rutgers University
Dissertation title: “Subjects of Care: Reconstructing the Child and Psychology in War and Postwar Britain, 1940-60s”
Advisor: Bonnie G. Smith

Dissertator: Jennifer Sovde, Indiana University
Advisor: Carl Ipsen

Dissertator: Laurel Spindel, University of Chicago
Advisor: William Novak

Dissertator: Andrew K. Sturtevant, College of William and Mary
Dissertation title: “Onontio's Children: French Detroit's Native Community”
Advisor: James L Axtell

Dissertator: Jennifer Tappan, Columbia University
Dissertation title: “A Healthy Child Comes from a Healthy Mother: Mwanamugimu and Nutritional Science in Uganda, 1935-73”
Advisor: Marcia Wright

Dissertator: Alexis Tinsley, Brandeis University
Advisor: Jacqueline Jones
Dissertator: Rachel Villarreal, University of Arizona
Dissertation title: “Gladiolas for the Children of Sanchez: Revolutionary Rhetoric and Urban Renewal in Mexico City, 1946-68”
Advisor: William Beezley

Dissertator: Charles Wash, Howard University
Dissertation title: “Childhood in Brazil: Free and Enslaved Children in Salvador da Bahia, 1822-88”
Advisor: Selwyn H. H. Carrington

Dissertator: Kelly Whitmer, British Columbia University
Advisor: Christopher R. Friedrichs

Dissertator: Cassandra Woloschuk, Guelph University
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