COURSE DESCRIPTION

All societies seek to transmit their values, traditions, expectations, and skills to the rising generation. We can study this process and how it has changed over time by examining the lives of American children and the institutions created to train them. “The History of Childhood in America” is a survey of the ways in which the concept of childhood has been defined and valued throughout the course of American history, as well as an examination of the historical experiences of children and teens.

Every effort will be made to include the experiences of children both within and outside of middle-class white America. This course is organized chronologically and concentrates on three major themes in the history of childhood:

1. parenting/discipline/ teaching values
2. child-focused institutions (schools, courts, social welfare agencies)
3. material culture (furniture, books, games, movies, TV, advertising)

Class time will be divided between discussion of readings (with all students expected to participate), lectures providing historical context and theoretical interpretation, and reflections on the work at Hope & Healing.

This course includes a required community-based learning component at the Hope and Healing Center. Students who do not have independent transportation should tell the Service-learning Fellow immediately so that car-pooling can be arranged.

STUDENT ASSESSMENT:

- 2 Tests @10% each 20%
- Final (test 3 & a comprehensive question) 15%
- H & H Journal entries (4) 15%
- 3 Analytical essays @ 10% each 30%
- Class Discussion 20%

CLASS REQUIREMENTS:

+COMMUNITY-BASED LEARNING: All students will schedule visits to the Hope & Healing Center through the Service-Learning Fellow. You will lead one or more students in focused gathering of family stories/ family history. We will have an orientation to the H & H Center Sept. 9 and you will have specific questions/themes to explore with the students on your
other visits. There will also be workshops on simple photography and on book-making which you need to attend so that you can assist the children with documenting their family histories. We hope to conclude the family history experience with a party for children and family members.

+H & H JOURNAL Students will submit brief reports & reflections on four of the family history visits to H & H. I prefer these be submitted electronically as email attachment and identified as name_visit number_date. See syllabus for deadlines of journal reports. The key to a good report is in relating your site experience to course material and discussions re: the history of childhood.

+TESTS: These will include short-answer identification of terms and ideas and an essay question focused on assimilation of readings with the concepts discussed in class. The questions will be drawn from readings, lectures, and class discussions. See reading calendar for the dates of the in-class examinations

+ ANALYTICAL ESSAYS: Students will submit three readings-based analytical essays in response to specific prompts provided by the instructor. Essays should be double-spaced and include citations to material. Because your essays do not involve research outside of the course readings, we will use parenthetical citations. E.g. (Sacco, 82) or (Thompson, in Chafe, 11). Include a Works Cited page. Essays will be evaluated on quality of analysis, organization, and grammar/style. Late papers will be penalized one letter grade per day late; students not turning in papers on time will not be allowed to participate in class until the paper is received.

A Word About Essay Grading: An “A” essay will have a clear interpretive or analytical argument set forth in the first paragraph. That argument will be supported by specific information, correctly cited, in the body of the paper. The author will use multiple sources (depending on the wording of the prompt) and will approach the sources critically. Paragraphs will have a clear focus and will be logically linked. Originality and creativity make the “A: essay stand apart from the “B+” Correct grammar and punctuation are imperative.

CLASS POLICIES:

+ PLAGIARISM: The Rhodes Honor Code demands scrupulous citation of all sources used in a research paper, including sources of ideas and critical assessment. Bear in mind that critical ideas, approach, strategy, and structure – as well as direct quotes – must be cited each and every time the source is used. Ignorance of correct form is not an acceptable excuse. Papers that do not follow the guidelines found in the Rhodes College Guide to Effective Paper Writing will be returned ungraded.

+ ATTENDANCE & PARTICIPATION: The quality of the course is highly dependent on your personal involvement. In order to fully participate, you must read assigned material before coming to class, think about how it relates to previous readings and discussions, and be prepared to raise questions with other members of the class. A missed class – for whatever reason – requires a typed summary of the readings with a discussion of how the material relates to previous class discussion or raises questions about previously discussed themes.

+ COMPLETION: Students who fail to complete any of the evaluative measures listed will fail the course. Students who consistently miss class or fail to complete their service-learning assignment will be asked to withdraw from the course.
STRATEGIES FOR STUDENT SUCCESS:
- actively engage the assigned readings; come to class with questions for discussion
- be prompt and conscientious about your community-based learning project
- meet deadlines
- alert instructor to any personal issues or college activities that interfere with your course work **before** your work suffers

BOOKS FOR PURCHASE (in order of use). All are widely available in paperback, often in used editions:

Other readings are located Academic Folder → History → Murray → Public → Childhood. They are identified on the syllabus as AcVol. **Print out copies** and bring to class for each assignment.

READING ASSIGNMENTS & DISCUSSION TOPICS

**Introduction**

Week One

W, Aug 26: **Studying the History of Childhood**
*Orientation to this class*

F, Aug 28: **Childhood as a Social Construction**
*MP, Hawes & Hiner, “Reflections…” pp 23-30*
*Huck, “Prologue,” pp 1-5 and Ch. 1*

**UNIT I. Pre-Industrial Childhoods**

Week Two

M, Aug 31: 17th C childhoods = religion & work
*MP, Ch 2, documents #3 & 4; also Ch 3, documents #1 & 2*
*AcVol, “Fathers/Masters: Children/Servants” pp 237-247 (essay and documents)*
*AcVol, Murray, “The Sinful Child” pp 1-12*

W, Sep 2: 18th C. childhoods - Diversity
*Huck, Ch. 2*
*MP, Ch 2, document #5 and Kulikoff, “Slavery & Family Life” pp 58-69; also MP, Ch 3, document #5 and Greven, “Breaking Wills in Colonial America,” pp 86-96*

F, Sep 4: **American Revolution & the Early Republic**
*Huck, Ch. 3*
*AcVol, Williams, “Childhood, Memory and the American Revolution” pp 15-25 (from *Children and War*, ed. James Marten)*
Week Three

M, Sep 7  Labor Day, no classes

W, Sep 9:  Field Trip to Hope & Healing, Children’s Center
Leaving at 1:00 p.m.

F, Sep 11:  Gender and Behavior prescriptions
Huck, Ch 4
MP, Ch3, document 6 & 7; MP, MacLeod, “Developing Character,” pp 96-103.
Discussion of analytical essay

Week Four

M, Sep 14:  Character Building
AcVol, excerpts from McGuffey’s Reader

W, Sep 16:  Children of Bondage
Huck, Ch 5
MP, Ch 5, documents 1-5

F, Sep 18:  Analytical Essay #1 due in class

Week Five

M, Sep 21:  Children’s Civil War
Huck, Ch 6
MP, pp 168-181; Mitchell, “Coming of Age in the Union Army,” 192-199.

W, Sep 23:  Emancipation??
Hawes and Hiner

F, Sep 25:  Labor on the Frontier
MP, Ch 7, Intro and Docs 1, 2, plus essay by Elliott West

UNIT II: LATE VICTORIAN CHILDHOODS

Week Six

M, Sep 28:  Industrial Labor
Huck, Ch 7

W, Sep 30:  Street Arabs
853-881 [Project Muse, electronic database]

F, Oct 2:  Children and the City
Huck, Ch 10
Week Seven

M, Oct 5: **TEST 1 in class**

W, Oct 7: **Progressive Child-Savers**  
*Huck*, Ch. 8

F, Oct 9: **Cont’d Child Saving**  
*MP*, all documents in Ch 8 plus essay by Linda Gordon  
**Website: The History Place** for Lewis Hine photos

Week Eight

M, Oct 12: **Wayward Girls**  
Cahn, Intro and Ch 1

W, Oct 14: **Southern Girls in Trouble: Race, Class, Gender**  
Cahn, Ch 2-3

F, Oct 16: **The “Girl Problem”**  
Cahn, Ch 6

Week Nine

**Fall Break, Oct 19-20**

W, Oct 21: **Growing Up in Apartheid: Jim Crow America**  
AcVol, “Remembering Jim Crow,” pp 4-11, 108-115 and C. Eric Lincoln,  
“Coming Through the Fire”

F, Oct 23: **Children of the Depression**  
*Huck*, Ch 12  
*MP*, document 4 & 5, Ch 9 plus essay by Lindenmeyer

Week Ten

M, Oct 26: **Hope and Healing discussions**  
**Analytical essay #2 due in class**

**UNIT III: MODERN CHILDHOODS**

W, Oct 28: **Children and Race, WW II**  
*MP*, document 1,2,3, Ch 10 plus essay by Matsumoto  
*Huck*, Ch 13

F, Oct 30: **Idealized Childhoods**  
*Huck*, Ch 14 (stop in the middle of pg 302)

Week Eleven

M, Nov 2: **Gender, Class, and Science**  
Sacco will be a guest in our class. She will also be presenting a public lecture at 4:30; attendance required.

W, Nov 4: Conflicting Parenting Advice
   Excerpt from govt manual? 
   MP, Chpt 11, Doc 1, (Dr. Spock) & Doc 4 (Rich), and essay by Solinger
F, Nov 6: TEST 2 in class

Week Twelve
M, Nov 9: Children on the Front Line: School Desegregation
   Huck, Ch 14 (begin in the middle of pg 302-309)
   AcV, “Brown v. Board of Education” and Klarman, “It Could Have Gone the Other Way”

W, Nov 11: Children of the Civil Rights Movement
   Lecture; begin reading Huck, Ch 15

F, Nov 13: “Youthquake:” Challenges to Authority
   Huck, Ch 15 completed

UNIT IV: CONTEMPORARY CHILDHOODS

Week Thirteen
M, Nov 16: Race & Class in Contemporary Childhood
   MP, documents 3 & 4, Ch 12 and essay by Kibria
   AcV: Lareau, “Beating with a Belt” and “Power and Limits” (Chpts 11 & 12)

W, Nov 18: Urban Poverty’s Children
   Kozol, Ch 2-4, pp 39-108

   F, Nov 20: Cont’d
   Kozol, Ch 9-10, pp 215-263

Week Fourteen
M, Nov 23: Analytical Essay 3 due in class

Thanksgiving Vacation
Week Fifteen
M, Nov 30: **Same Sex Family Units**
MP, document 1, 2, 3 in Ch 14
**Deadline for all 4 journal entries**

W, Dec 2: **Child as Consumer**
Schor, Ch 1-3

F, Dec 4: **More Child Consumers**
Film viewing “Merchants of Cool”
Schor, Ch 5 & 7

Week Sixteen
M Dec 7: **Children and Advertising**
Schor, Ch 9-10
Film: “Killing Us Softly” part 3

W, Dec 9: **Wrap Up & Evaluation**

**FINAL EXAM:** Tuesday, Dec 15