

**HISTORY 244**  
 Spring 2012  
**HISTORY OF CHILDHOOD IN AMERICA**

1:00-1:50 MWF  
 Buckman 316

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                   TR 11:00-12:00  
 or by appointment

**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 group work to prepare an URCAS poster presentation.

**STUDENT ASSESSMENT:**

Midterm and Final exams @15% each	30%
2 Analytical essays @10% & 15%	25%
URCAS project	20%
Class Discussion	15%
Homework assignments/quizzes	10%

**CLASS REQUIREMENTS:**

**+EXAMS:** 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 two 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. (Brumberg, 102) or (Abbott in Jabour, 84). 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.

### **URCAS PROJECT**

Each group will have no fewer than two and no more than four members. Your group will choose its research topic, conduct print and electronic research, design and print a poster that conveys this research, prepare an annotated bibliography, and be present for the URCAS Poster Program.

### **CLASS DISCUSSION**

Students will be assessed on the basis of their regular, informed responses and questions in class. If you have serious difficulties speaking up in class, see me at the beginning of term so that we can determine a mutually satisfactory way to measure your preparation for class. Good discussants not only have something to say; they also listen carefully to their classmates and respond in ways that continue and deepen the conversation.

This is a reading intensive course. Do not expect to be able to keep up simply by listening to class discussions. We often will not cover all the assigned material in class. You are still responsible for it.

### **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 :** I do take attendance and expect your presence. Absences for college-related events should be relayed to me early in the term. It remains the student’s responsibility to obtain class notes and announcements from another student. I appreciate knowing if you are ill and will not be in class. Should prolonged illness cause you to fall too far behind, note that an incomplete must be arranged prior to the final exam week.

**+TURN OFF CELL PHONES. NO LAPTOPS PLEASE.**

**+COMPLETION:** Students who fail to complete any of the evaluative measures listed **will fail** 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:

- Steven Mintz, Huck's Raft (Harvard, 2004) **Huck**  
 Anya Jabour, ed. Major Problems in the History of American Families and Children (Houghton Mifflin, 2005) **MP**  
 Ann Moody, Coming of Age in Mississippi (Laurel Paperbacks, 1968) **Coming of Age**  
 Jonathan Kozol, The Shame of the Nation (Three Rivers Press, 2005) **Shame**  
 Joan Jacob Brumberg, The Body Project (Vintage Books, 1997) **Body Project**

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, Jan 11: **Studying the History of Childhood**  
**Orientation to this class**

F, Jan 13: **Childhood as a Social Construction**  
MP, essay by Hawes & Hiner, "Reflections..." pp 23-30  
Huck, "Prologue," pp 1-5 and Ch. 1

### **UNIT I. Pre-Industrial Childhoods**

Week Two

M, Jan 16: **Martin Luther King Holiday**

W, Jan 18: **17<sup>th</sup> C Childhoods = religion & work**  
MP, Ch 2, documents #3 & 4; also Ch 3, documents #1 & 2  
 AcVol, Mason, "Fathers/Masters" including documents pp 237-247  
MP, Greven essay, "Breaking Wills in Colonial America," pp 86-96

F, Jan 20: **18<sup>th</sup> C. childhoods – Parenting/ Construction of childhood**  
Huck, Ch. 2  
MP, Ch 3, doc #3 (Locke) and doc.# 5, (Francis Wayland)  
 Internet sources: the Middle Passage

Week Three

M, Jan 23: **American Revolution & the Early Republic**  
Huck, Ch. 3  
 AcVol, Williams, "Childhood, Memory and the American Revolution"

W, Jan 25: **Behavioral prescriptions in the Early Republic**

Huck, Ch 4

MP, Ch 3, doc 6 & 7; MP, MacLeod, "Developing Character," pp 96-103.

F, Jan 27: **Slavery in the Early Republic**

Huck, Ch 5

MP, Ch 5, docs 1-5; Shaw, "Motherhood in Slavery," pp155-165

Week Four

M, Jan 30: **Children's Civil War**

Huck, Ch 6

MP, pp 168-181; Mitchell, "Coming of Age in the Union Army," 192-199

Hand out analytical essay #1

W, Feb 1: **Emancipation? Seriously?**

AcVol, Scott, "Battle over Child Apprenticeship,"

F, Feb 3: **Growing Up on the Frontier**

MP, Ch 7, Intro and Docs 1 & 2; West essay, "Children on the Plains Frontier," pp 216-223

## UNIT II: PROGRESSIVE ERA CHILDHOODS

Week Five

M, Feb 6: **Analytical Essay #1 due in class**

Film: Lewis Hine

W, Feb 8: **Industrial labor by children**

Huck, Ch 7

F, Feb 10: **Progressive Child-Savers**

Huck, Ch. 8

Week Six

M, Feb 13: **Child Savers Cont'd**

MP, all documents in Ch 8 plus essay by Linda Gordon, "Child Abuse & Protection," pp 269-79

W, Feb 15: **Creation of Juvenile Courts**

AcVol, Tiffin, "Juvenile Courts"

MP, "Judge Ben Lindsay," pp 257-59

F, Feb 17: **Immigration and Urbanization**

Huck, Ch 10

## Week Seven

M, Feb 20: **Girls**  
The Body Project, Ch. 2

W, Feb 22: **cont'd**  
The Body Project, Ch. 3

F, Feb 24: **"Discovery" of Adolescence**  
 AcVol: G. Stanley Hall, "Physiology & Psychology"; M. Mead, "Adolescent Girls in Samoa"

## Week Eight

M, Feb 27: **Midterm exam**

W, Mar 1: **Growing Up in Apartheid: Jim Crow America**  
 AcVol, "Remembering Jim Crow," pp 4-11, 108-115 and C. Eric Lincoln, "Coming Through the Fire"  
*Hand out essay two topic*

F, Mar 3: **Children and the State**  
MP, Ch. 9, doc #2 "Widowed Mothers," doc 3, "Children's Bureau, doc 5, "Crippled Children," Lindenmeyer essay, "Children's Bureau," pp 311-322

## Week Nine

M, Mar 6: **Gender, Class, and Science**  
 Lynn Sacco, "Sanitized for your Protection: Medical Discourse and the Denial of Incest," Journal of Women's History (Autumn, 2002) found online, Database:Project Muse.

W, Mar 8: **Children of the Depression**  
Huck, Ch 12

F, Mar 10: **Analytical Essay #2 due** by 2:00 p.m.

## Spring Break, March 10-18

### UNIT III: MODERN CHILDHOODS

## Week Ten

M, Mar 19: **Children and WW II**  
Huck, Ch 13  
MP, Tuttle essay, "Children & Families, WWII," pp 359-369

W, Mar 21: **Japanese Internment**  
MP, Ch 10 documents 1,2,3, plus essay by Matsumoto, pp 348-58

F, Mar 23: **Group Project work-day.** Written description and bibliog. due Apr 3

## Week Eleven

M, Mar 26: **Race & Class in the Deep South**  
Coming of Age in Mississippi, Part One  
Huck, Ch 14 ( middle of pg 302-309 only)

W, Mar 28: **Children on the Front Line: School Desegregation**

Coming of Age, Part Two

AcVol, "Brown v. Board of Education"

F, Mar 30: **Civil Rights Movement**

Coming of Age, Parts Three & Four

Week Twelve

M, Apr 3: **The Fifties**

Project Descriptions and Bibliography due (annotation not necessary until project is complete)

Huck, Ch. 14 (parts not already read)

W, Apr 5: **Families & Parenting**

MP, doc 1, "Dr. Spock," doc 4, "Cultural Promotion of Motherhood," May essay, "Visions of Family Life in Postwar American," pp 384-394

AcVol: : Lareau, "Beating with a Belt" and "Power and Limits" (Chpts 11 & 12)

**Easter Holiday, Apr 6-9**

## **UNIT IV: CONTEMPORARY CHILDHOODS**

Week Thirteen

M, April 10: **Urban Poverty and Its Children**

Shame, Ch 2-4, pp 39-108

W, Apr 12: **Cont'd**

Shame, Ch 9-10, pp 215-263

**F, Apr 14: Children & Teens: Pawns of Advertising?**

AcVol: Schor, "Habit Formation

On your own time, watch "**Merchants of Cool.**" **PBS Frontline documentary**

Week Fourteen

M, Apr 17: **Challenges for Girls**

AcVol: Pipher, "Reviving Ophelia"

The Body Project, Ch. 5 & 6

W, Apr 19: **Group Reports**

F, Apr 21: **Group Reports**

Week Fifteen

M, Apr 23: **Group Reports**

W, Apr 25: **Group Reports & Wrap Up**

F, Apr 27: Awards Convocation and URCAS Posters

**Final Exam:** Friday, May 4, 8:30 a.m.