

HISTORY 244

HISTORY OF CHILDHOOD IN AMERICA

12:30-1:45 Tues & Thurs

CL 302, Fall, 2005

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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) and formal lectures providing historical context and theoretical interpretation.

This course includes a **required** 7-week **service-learning component** in the Rhodes-Hollywood-Springdale neighborhood as part of the Community Organization Partnership (COPC), a grant from the federal government. For more information on the Partnership, go to Academic Volume → Urban Studies → Public → Bulletin Board

CLASS REQUIREMENTS:

+SERVICE LEARNING: This course includes a **required** 7-week service-learning component in the Hollywood-Springdale neighborhood. Your volunteer time there was calculated as part of the Rhodes contribution to the Community Organization Partnership (COPC) Grant awarded to Rhodes by HEW. You will have an orientation to the Partnership, meet its director, and tour the neighbourhood. Service sites include the Hollywood Community Center, Cypress Jr. High, and Springdale Elementary schools. Those who choose the school tutoring option must be free once/week at 1:00 or 2:00 p.m. and must complete a training session sponsored by Memphis City Schools. Scheduled trainings are

[For Elementary Reading and Math Training](#)

- Thursday, September 15th from 5:30-8:30
- Wednesday, September 21st from 1-4

For Elementary, Middle, and High School Reading and Math Training

- Saturday, September 10th from 9-12
- Tuesday, September 27th from 5:30-8:30

All sessions will be held at the Teaching and Learning Academy which is located at 2485 Union Avenue at Hollywood. **I need to know which session you will attend so that I can register you.** Our Children, Our Future will conduct a background check and send out confirmation of acceptance. This process takes about 1-2 weeks, so get trained as soon as possible.

+S/LJOURNAL Please buy a journal **without spiral bindings** or a pocket-folder for hard copies of computer entries. I do not read journals on line. Keep a list of the dates of s/l participation in the front of your journal. Use your journal to describe and reflect on your service/learning participation. When appropriate, incorporate reading material into your reflections. The key to a good journal is in relating your personal experience to course material and themes.

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

+ORAL SCHOLARLY PRESENTATION: Groups of 4-5 students will read a scholarly essay (not assigned to the rest of the class), prepare a 1-page summary for other class members, present a critical analysis of the essay to the class, and engage the rest of the class in a critical discussion. The group presentation will be graded as a unit. You will be asked to assess each other's contributions to the team effort.

1. Jim Marten, "The Children's Civil War," Xerox
2. Rebecca Scott, "The Battle over the Child: Child Apprenticeship and the Freedmen's Bureau in North Carolina," Xerox
3. Tim Gilfoyle, "Street-Rats and Gutter-Snipes: Child Pickpockets and Street Culture," Journal of Social History, Vol. 37.4 (2004). Download from database Project Muse.
4. Lynn Sacco, "Sanitized for Your Protection: Medical Discourse and the Denial of Incest in the United States, 1890-1940," Journal of Women's History (Autumn, 2002). Download from database Project Muse.
5. Julia Grant, "Raising Baby by the Book," Xerox
6. Henry Giroux, "Stealing Innocence: The Politics of Child Beauty Pageants," Xerox.

+RESEARCH REPORT PAPER: Because this is a survey course, you will have many questions about child behavior, institutions, laws/court cases, and child culture that we will not be able to cover in class. This provides a wonderful opportunity for you to explore the question/issue on your own. Because this is not an upper-division course, you will not have time to do enough research to adequately develop a thesis. However, you can certainly put together a good research report. See separate handout called "**Research Report in History Classes.**" Your instructor must approve your research question and your sources. See deadlines for this on the readings calendar. Your research question needs to be narrow enough to answer in 10-12 pages, excluding notes and bibliography.

+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 handout “**Research Report in History Classes**” will receive a failing grade; anyone suspected of plagiarism will also be referred to the Honor Council

+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.

STUDENT EVALUATIONS:

2 Tests & Final (10% each)	30%
Research paper	25%
S-L Participation & Journal	20%
Scholarly Article Presentation (team)	10%
Attendance & Class Participation	15%

Students who fail to complete any of the evaluative measures listed will fail the course. Students who consistently miss class (more than 3 absences) 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 service/learning activity
- keep your journal up-to-date, writing after each service-learning experience
- actively co-operate with colleagues on your scholarly presentation
- carefully select research topic and begin gathering sources early
- write and rewrite your research paper

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

- Alex Kotlowitz, There Are No Children Here (1991)
- Anya Jabour, ed. Major Problems in the History of American Families and Children (2005)
- Marie Jenkins Schwartz, Born in Bondage (2000)
- Viviana Zelizer, Pricing the Priceless Child: the Changing Value of Children (1985)
- Constance Curry, Silver Rights (1995)
- Juliet B. Schor, Born to Buy (2004)

Other readings will be distributed in class or are located Academic Folder →History →Murray →Public→Childhood. **Print out copies** for class discussion and test review.

READING ASSIGNMENTS & DISCUSSION TOPICS

TUESDAY

THURSDAY

UNIT I—BEGINNINGS

<p>8/30 CONTEMPORARY ISSUES IN THE HISTORY OF CHILDHOOD</p> <p><u>Major Problems</u>, “Reflections . . .in the Postmodern Era” (pp 23-30); Academic Folder: “Childhood Isn’t What It Used to Be;” Kotlowitz, <u>No Children Here</u>, Preface - 76</p>	<p>9/01 SCHOOLS, PEERS, NEIGHBORHOODS</p> <p><u>Major Problems</u>, “Christian Parents Turn to Home Schooling” (pp 502-508)</p> <p>Kotlowitz, <u>No Children Here</u>, 59 -144</p>
<p>9/6 FIELD TRIP TO ‘SHASTA CENTRAL’</p> <p>We will organize car pools to 2375 Shasta & meet with COPC director Dorothy Cox.</p> <p>Kotlowitz, <u>No Children Here</u>, 145-225</p>	<p>9/8 ORIENTATION TO SERVICE-LEARNING</p> <p>Dr. Charles McKinney</p> <p>Handout: “Catalysts for Change”</p> <p>finish Kotlowitz, pp, 226-309</p>
<p>9/13 18th CENTURY CHILDREN & VALUES</p> <p><u>Major Problems</u>, documents pp 71-77 (top) and 79-83 <u>Major Problems</u>, essay “”Breaking Wills in Colonial America” pp 86-96</p> <p>“Westminster Larger Catechism” at http://www.reformed.org/documents/larger1.html</p>	<p>9/15 AFTER THE REVOLUTION: REPUBLICAN VALUES, SCHOOL, BOOKS</p> <p><u>Major Problems</u>, documents pp 84-86 and essay, “Developing Character,” pp 96-103</p> <p>Academic Volume: excerpts from <u>McGuffey’s Readers</u></p> <p>Service-learning assignments cleared</p>
<p>9/20 CHILDREN IN SLAVERY</p> <p><u>Born in Bondage</u>, 1-16; 75-106; & photo section</p>	<p>9/22 CHILDREN IN SLAVERY</p> <p><u>Born in Bondage</u>, 131-154; 155-176</p>
<p>9/27 CHILDREN and THE CIVIL WAR</p> <p><u>Major Problems</u>, documents, 167-180</p> <p>1st Scholarly Rpt: Marten</p> <p>(Service-Learning should begin this week)</p>	<p>9/29 TEST #1: BRING BLUEBOOK</p> <p>(See Syllabus, p 2)</p>

UNIT II: MODERN CHILDHOODS

<p>10/4 VICTORIAN EDUCATION</p> <p>Academic Folder: Clement, <u>Growing Pains</u>, Ch. 4 (pp 81-121)</p> <p>Service-Learning Discussion</p>	<p>10/6 WORK IN VICTORIAN AMERICA</p> <p>Academic Folder: Clement, <u>Growing Pains</u>, Ch. 5 (pp 122-149) <u>Major Problems</u>, documents 201-205</p> <p>2nd Scholarly Rpt: Scott</p>
<p>10/11 PROGRESSIVE CRUSADE & CHILD LABOR</p> <p><u>Pricing the Priceless Child</u>, pp. 3-15; 56-85</p> <p><u>Major Problems</u>, document, 256-257</p>	<p>10/13 SACRALIZATION OF CHILDHOOD CONTINUED</p> <p><u>Pricing the Priceless</u>, pp 138-168</p> <p>3rd Scholarly Rpt: Gilfoyle</p> <p>BEGIN RESEARCH TOPIC PREP</p>
<p>10/18 FALL RECESS</p>	<p>10/20 CHILD PROTECTION and the STATE</p> <p><u>Major Problems</u>, documents, pp 250-255; 257-259; 261-279; essay “Child Abuse & Child Protection in Boston,” pp 269-279.</p> <p>4th Scholarly Rpt: Sacco</p>
<p>10/25 AFRICAN AMERICAN CHILDREN & JIM CROW LAW</p> <p>Academic Volume: “Coming Through the Fire;” and “Behind the Veil” interviews</p> <p>Service-Learning Discussion</p>	<p>10/27 REVOLT OF MODERN YOUTH</p> <p>Academic Folder: Mintz, <u>Huck’s Raft</u>, Ch. 11 & 12 (pp 213-253)</p> <p><u>Major Problems</u>, documents 259-261</p>
<p>11/01 CHILDREN & WORLD WAR II</p> <p><u>Major Problems</u>, documents pp 323-335; essays by Matsomoto, pp 348-359 and Tuttle, 359-369</p> <p>Last Day for Research Topic approval</p>	<p>11/03 PARENTING BY THE BOOK</p> <p><u>Major Problems</u>, document, 370-374</p> <p>5TH Scholarly Report, Grant</p>
<p>11/8 TEST #2: BRING BLUEBOOK</p>	

UNIT III – CONTEMPORARY CHILDHOODS

	<p>11/10 SCHOOL DESEGREGATION</p> <p>Academic Folder: findings of the court in "<u>Brown v. Board of Education</u>"</p> <p><u>Silver Rights</u>, Preface - 72</p>
<p>11/15 CHILDREN IN THE CIVIL RIGHTS MOVEMENT</p> <p><u>Silver Rights</u>, pp 107-180</p> <p>Research Report Progress Report/ Bibliography Due</p>	<p>11/17 CHILDREN AS CONSUMERS</p> <p><u>Born to Buy</u>, pp. 9-68</p> <p>In class film excerpt, "The Children of Rockdale County"</p>
<p>11/22 ADVERTISING & MARKETING TO CHILDREN</p> <p><u>Born to Buy</u>, pp 85-97; 119-140</p>	<p>11/2 THANKSGIVING HOLIDAY</p>
<p>11/29 ADVERTISING CONT</p> <p><u>Born to Buy</u>, 189-211</p> <p>SERVICE-LEARNING JOURNALS DUE</p>	<p>12/01 SEXUALITY & CHILDHOOD</p> <p>Academic Volume: Myerowitz, "The Adult-like Child"; REREAD "childhood Isn't What It Used to Be"</p> <p>In class film excerpt, "Killing Me Softly"</p> <p>6th Scholarly Report: Giroux</p>
<p>12/6 FINAL PARTY: FOODS OF CHILDHOOD (time to be determined) INSTRUCTOR'S HOME, 1361 Carr Ave. , 38104</p> <p>All Students will give a 5-min. oral summary of their research report</p>	<p>12/8 READING DAY</p> <p>NO CLASSES</p>

RESEARCH REPORT DUE by 5:00 p.m. Wednesday, Dec. 7

FINAL EXAM: Saturday, Dec 10 at 8:30 a.m.