

**CHILD STUDIES LEARNING COMMUNITY**  
**HISTORY 105: The Child in History**

**MWF, 9:00-9:50 in Clough 304**

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 Office Hours: M,W 2:00-3:00  
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 also by special appointment

**LEARNING COMMUNITY DESIGN:**

Learning communities present students with the opportunity to maximize the college course experience by enrolling in complementary classes, living in close proximity with each other, and participating in co-curricular activities outside the classroom. While each class has its own learning strategies, assignments, grading policies, and deadlines, the instructors work together to maximize opportunities to study children and to provide an enriched learning environment.

As of the beginning of classes, 4 special activities have been planned. Others may present themselves as the semester continues.

**Thur, Sep 1 or 8:** "Conversations with course alums" 6:30-8:00 pm Dr. Walton's home

**Thurs, Sep 15:** "Babies" - film viewing & discussion TBA

**Sat, Nov. 5:** field trip to the Nat'l Civil Rights Museum TBA written assignment

**Tues, Nov. 29:** "Merchants of Cool" - film viewing and discussion 6:30-8:00 Dr.

Murray's home

**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. Due within one week of the absence.

**+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.

**+COLLEGE POLICIES:** This class conforms to all Rhodes policies regarding non-discrimination, learning accommodations, honor system, and non-sexual harassment policies.

**+DEADLINES:** Essays are due and tests are given according to the dates on the syllabus. Late papers will be penalized one letter grade for each calendar day late. Students may make up exams or assignments only if arrangements are made well ahead of time.

### **CLASS REQUIREMENTS:**

**+ 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. Cite the author, text, and page number. For articles on Moodle, cite the author, title, and date accessed. For example, (Linda Gordon, "Child Abuse...", *Major Problems*, 270). After the 1st citation, you can use simply author and page the next time.

(Gordon, 275)

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.

**+ORAL HISTORY:** The 3<sup>rd</sup> essay will be based on an interview with one of your parents or care-givers, either in person or over the phone. We will have a short class on how to prepare questions for the interview, how to conduct follow up, and how to use oral histories in constructing your essay. The focus will be the philosophy or ideals that guided their parenting, specific difficult parenting issues, their use of parenting books, etc.

**+TESTS:** The exams will include short-answer identification of terms and ideas and perhaps an essay question that requires synthesizing materials around a central theme. The questions will be drawn from readings, lectures, and class discussions. See reading calendar for the dates of the in-class examinations.

**+HOMEWORK and CLASS PARTICIPATION:** All students are expected to participate fully in classroom discussions based on thorough reading of assignments and attention to the questions raised by the readings assigned. Homework will be recorded as complete, partially correct, or incomplete. Combined with class participation, one grade is assigned for both.

### **SUMMARY of STUDENT ASSESSMENT:**

3 Analytical essays @ 15%	=	45%
Oral history project		10
Midterm Exam		15
Participation/Homework		15
Final Exam		<u>15</u>
		100%

**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.

The College’s Writing Center, located on the 1st floor of Barret Library, is a great resource for brainstorming an argument and getting help with organization and support for a claim. They will not, however, proof read your paper!

**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** All are widely available in paperback, often in used editions:

Anya Jabour, ed. Major Problems in the History of American Families and Children (Houghton Mifflin, 2005) **MP**

Hawes, Joseph M. The Children’s Rights Movement: A History of Advocacy and Protection (Twayne, 1991) **Hawes**

Jonathan Kozol, The Shame of the Nation (Three Rivers Press, 2005) **Kozol**

Ann Moody, Coming of Age in Mississippi (Dell, 1968) **Moody**

\*Many assigned readings are found on the college’s free Moodle site. These are noted on the syllabus with an asterisk (\*) Print out copies and bring to class.

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**HISTORY 105**
**2011 CALENDAR****Introduction to History of Childhood**

## Week One

W, Aug 24: **Orientation to the Learning Community** Murray & Walton

F, Aug 26: **Studying the History of Childhood: The Social Construction of Childhood**  
MP, Hawes & Hiner essay, pp 23-30

## Week Two

M, Aug 29: **Children as Historical Actors**

\*Williams, "Childhood, Memory and the American Revolution" pp 15-25

(from *Children and War*, ed. James Marten)

MP, "Lucy Larcom Remembers," pp. 85-86

**UNIT I. Childbirth and Infancy**

W, Aug 31: **Childbirth in Euro-Colonial America**

\*Anne Bradstreet, "Before the Birth on One of Her Children"

\*Scholten, "Women as Childbearers, 1650-1750"

F, Sep 2: **Midwifery**

"A Midwife's Tale" will be shown in **Barret 034. Please be on time**

## Week Three

M, Sep 5: **Labor Day, no classes**

W, Sep 7: **Meet again in Barret 034.** discussion of "A Midwife's Tale" w/ emphasis on women's communities

F, Sep 9: **Childbirth & Infancy among Native American peoples**

MP, "Three Europeans Comment," pp 33-35; "Traditional Cherokee Myths," pp 36-38.

MP, Theda Perdue essay, "Matrilineal Kinship," pp 42-49

## Week Four

M, Sep 12: **Childbirth & Infancy among enslaved peoples**

\*Schwartz, from *Birthing a Slave*

W, Sep 14: **19<sup>th</sup> C. Childbirth & Infancy**

\*Leavitt, "Brought to Bed"

\*McMillen, "Mother's Sacred Duty"

\*Weiner, "La Leche League in Post-War America"

\* indicates the reading is on Moodle

F, Sep 16: **20<sup>th</sup> C. Childbirth**

MP, Adrienne Rich, pp 378-79 and Marge Piercy, pp 379-384

MP, "Supreme Court," 443; "Nat'l Right to Life," 444

\*Petit, "Medical History in 'Miracle' Births"

\*Bodin, "The Eggs, Embryos, and I"

Week Five

M, Sep 19: **20<sup>th</sup> C. Infancy**

\*L. Emmett Holt, "The Cry"

\*Watson, "Too Much Mother Love"

\*Weiss, "The Mother-child Dyad"

\*Kagan, "Understanding the Infant"

W, Sp 21: **Drawing Conclusions - "change over time"**

**ESSAY #1 due.** Bring 2 copies to class

## UNIT II. EARLY CHILDHOOD

F, Sep 23: **Colonial childhood**

\*Murray, "The Sinful Child" pp 1-12

\*Mason, "Fathers/Masters: Children/Servants" pp 237-247 (essay and documents)

\*Locke, "Inculcating Self-Discipline"

MP, Greven essay, "Breaking Wills in Colonial America," pp 86-96

Week Six

M, Sep 26: **Slave Families**

MP: "Slaves Escape" pp 39-41; Kulikoff essay, "Slavery & Family Life" pp 58-69

MP: Shaw essay, "Motherhood in Slavery," 155-65

MP, F. Douglass, 135-136; H. Jacobs, 136-138; F. Kemble, 138-140

W, Sep 28: **Colonial Family Life**

MP, "Plymouth Colony," 38; "Puritan Minister," 39

MP, "Colonial Legislatures," 73-74

Hawes, Ch. 1

F, Sep 30: **19<sup>th</sup> Century Parenting & Education**

MP, "Rev. Francis Wayland," 79-83; John J.C. Abbott, p 84

Week Seven

M, Oct 3: F, Sep 30: **20<sup>th</sup> C Parenting**

\*Piaget "Constructing Reality"

\*Spock, "Managing Young Children"

\*Baker v. Owen

W, Oct 5: Morgan, "A Child of the Sixties: The Great Society, the New Right, and the Politics of Federal Child Care," *Journal of Policy History*, Vol 13, #2 (2001): 215-250.  
Locate by using the database Project Muse, print, and bring to class.

F, Oct 7: **Conclusions about Early Childhood**  
**Preparation for Oral History project**

Week Eight

M, Oct 10: **MIDTERM EXAM - Bring bluebook**

### UNIT III. MIDDLE CHILDHOOD

W, Oct 12: **18<sup>th</sup> C Apprentices system & public schooling**

\*"Apprentices, Servants, and Child Labor"

\* McGuffey's Reader

F, Oct 14: **The child in Popular Culture**

\*Murray, "Good Girls, Bad Boys" (30 pgs)

\*"Anne of Green Gables"

\*"Tom Sawyer"

Week Nine. **Fall Break, Oct 15-18**

W, Oct 19: **Problems of the City**

Hawes, Ch. 2 & 3

F, Oct 21: **Urban Reformers**

Hawes, Ch 4

Week Ten

M, Oct 24: **20<sup>th</sup> C. Progressive Reform**

\*Dewey, "Child and the Curriculum"

\*Tiffin, "Juvenile Courts"

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

**Hand-out for Essay 2**

W, Oct 26: **More Progressive Reform - Child Labor**

MP, Gordon essay, "Child Abuse," 269-78

\*"Children in the Mills"

\*Cohen, "A Child Worker"

F, Oct 28: Professor Murray attending conference. **Class will not meet.** Read Hand-out materials, outline ideas for essay 3 assignment.

Week Eleven

M, Oct 31: **Class will not meet.** Essay 2 due in history office by 10:00 a.m.

W, Nov 2: **Equal Education? Native Americans**

MP, pp 212-15

Begin reading Moody

F, Nov 4: **Equal Education? African Americans**

Moody, all Part One

Week Twelve

M, Nov 7: **Equal Education cont'd**

Moody, Part Two

W, Nov 9: **Crisis in Public Education**

\*AAUW, "How Schools Short-Change Girls"

Kozol, Ch 2-4

F, Nov 11: **Public Ed cont'd**

Kozol, Ch 9-10

\*"Mother's Little Helper"

MP, "Home-Schooling," 502-508

**Hand out for essay 3**

Week Thirteen

M, Nov 14: **Marketing to Children**

\*Schor, *Born to Buy*, Ch. 7

W, Nov 16: **Contemporary Issues**

\*Brazelton, "Mothers & Fathers Working"

\*Gilligan, "Moral Reasoning"

\*Lareau, "Beating with a Belt"

MP, "Kellen Kaiser-Klimist and her 2 Moms," 488-492

F, Nov 18: **Conclusions about Middle Childhood**

**ESSAY #3 DUE - oral history**

Week Fourteen

## UNIT IV. ADOLESCENCE

M, Nov 21: **Concept of Adolescence**

\*Demos, "Adolescence in Historical Perspective"

\*G. Stanley Hall, "Physiology & Psychology of Adolescence"

\*M Mead, "Adolescent Girls in Samoa"

W, Nov 23: **Dating/Sexuality/Gender**

\*Rothman, "Courtship"

\*Brumberg, "Anorexia Nervosa"

\*Pipher, "Reviving Ophelia"

## **Thanksgiving Vacation, Nov 23-27**

Week Fifteen

M, Nov 28: **Racial Discrimination agst. Japanese**

MP, Ch 10 documents 1, 2, 3 and Matsumoto essay, pp 348-58

W, Nov 30: **Marketing and Consumerism**

Advertising targeted to teens. Bring examples

**Hand out for essay #4**

F, Dec 2: **Immigration and Acculturation**

MP, Ch 12 documents 2, 3, 4

Week Sixteen

M Dec 5: **Segregation & Discrimination Today**

W, Dec 7: **Wrap Up**

**ESSAY #4 DUE**

Final exam on **Tues, Dec. 13 at 1:00 p.m.**