

Rhodes College Digital Archives - DLynx

HIST 244-01, History of Childhood in America, Fall 2009

Item Type	Syllabus
Authors	Murray, Gail S.
Publisher	Memphis, Tenn. : Rhodes College
Rights	Rhodes College owns the rights to the archival digital objects in this collection. Objects are made available for educational use only and may not be used for any non-educational or commercial purpose. Approved educational uses include private research and scholarship, teaching, and student projects. For additional information please contact archives@rhodes.edu . Fees may apply.
Download date	2026-05-18 22:04:05
Link to Item	http://hdl.handle.net/10267/4951

HISTORY 244

HISTORY OF CHILDHOOD IN AMERICA

1:00-1:50 MWF
CL 302, Fall, 2009

Gail S. Murray, Ph.D.
Phones: Office, 843-3289
Home, 726-1813
Email: murray@rhodes.edu

Office : 305 Clough
Office Hours: M,W 3:00-4:00
TR 10:30-12:00
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 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:

- Steven Mintz, Huck's Raft (Harvard, 2004)
- Anya Jabour, ed. Major Problems in the History of American Families and Children (Houghton Mifflin, 2005)
- Susan Cahn, Sexual Reckonings: Southern Girls in a Troubling Age (Harvard, 2007)
- Juliet B. Schor, Born to Buy (Scribner, 2004)
- Jonathan Kozol, The Shame of the Nation (Three Rivers Press, 2005)

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 = apprenticing for adulthood**
Huck, Ch. 2
MP, Ch 3, document #5; MP, Greven, "Breaking Wills in Colonial America," pp

86-96

F. Sep 4: **American Revolution & the Early Republic**
Huck, Ch. 3 & 4
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**
Leaving at 1:00 p.m.

F, Sep 11: **Gender and Behavior prescriptions**
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 2, document 5 and Kulikoff, "Slavery & Family Life" pp 58-69; also
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??**
AcVol, Scott, "Battle over Child Apprenticeship," from *Growing Up in America*, ed.
Hawes and Hiner

F, Sep 25: **Labor on the Frontier**
MP, all documents in Ch 7 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**
Gilfoye, "Street Rats and Gutter-Snipes" Journal of Social History 37.4 (2004):
853-881 [Project Muse, electronic database]

F, Oct 2: **Lewis Hine's View**
Website: [The History Place](http://TheHistoryPlace.com). (At least one journal entry due today)

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

Week Eight

M, Oct 12: **Immigrant Children**

Huck, Ch 10

W, Oct 14: **Southern Girls in Trouble: Race, Class, Gender**

Cahn, Intro (1-15) and Ch 1- 2 (16-67)

F, Oct 16: **The "Girl Problem"**

Cahn, Ch 3 & 5

Minimum of three journal entries must be in for purposes of MT grade

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**

Lynn Sacco, "Sanitized for your Protection: Medical Discourse and the Denial of Incest," Journal of Women's History (Autumn, 2002) [Project Muse, electronic database] **Dr.**

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 Elaine May

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

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**

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