

HIST 244-01, History of Childhood in America, Spring 1999

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HISTORY OF CHILDHOOD IN AMERICA
(HIST 244)
Spring, 1998

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COURSE DESCRIPTION

All societies seek to transmit their values, traditions, expectations, and beliefs 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. Every effort will be made to include the experiences of children both within and outside of middle-class white America.

Class time will be devoted principally to discussion of readings, with formal lectures limited to topics on which no appropriate readings could be found. Students share responsibility for the quality of class discussions. This course includes a service-learning component. Your enrollment in the course signifies your willingness to complete an 8-week service-learning component, chosen from options provided, as well as completing other class requirements.

GOALS OF THIS COURSE:

- improve critical reading skills and enhance engagement with interpretive history, including the strengths and biases of historians who write about children
- explore different constructions of childhood through time
- evaluate strategies that have been employed by private and public agencies to improve the lives of children
- gain experience in the lives of real children through participation in the work of a social agency or institution devoted to improving children's lives
- increase knowledge of United States history

STUDENT STRATEGIES FOR ACHIEVING GOALS:

- actively engage the assigned readings; come to class with questions for discussion
- keep your journal up-to-date; seriously reflect on your reactions to readings, class discussions, and volunteer experience

- be prompt and conscientious about your service/learning activity
- actively co-operate with colleagues on your research presentation; pull your weight on group activities

CLASS REQUIREMENTS:

+**JOURNAL ENTRIES.** Please buy a journal without spiral bindings. Label each entry by title of reading or title from the syllabus.

Write in the journal after each reading assignment; add anything surprising after class discussion.

Also use your journal to describe your service/learning participation each time. Thus journals will average 3 entries per week for at least seven of the weeks. Keep a list of dates of s/l in the front of your journal.

+**GROUP RESEARCH PROJECT** will be presented to the class on the date assigned. Teams will be formed in March and students are free to select their own topic on a contemporary problem in the history of childhood. In the past such topics have included “learning interventions for homeless children,” “sex education for pre-teens,” “adopting across racial lines,” “children of same-sex couples,” “alternative programs for juvenile offenders,” “proposals to limit teenage employment.” Be careful not to choose a topic so broad that you never cover it adequately in a 20-minute presentation, e.g. “Children and Violence.”

One member should keep a log of time spent on your group research project. All logs must be composed in accordance with the Rhodes College Honor Code and be so pledged when submitted on the day of your presentation.

+**SERVICE/LEARNING PROJECT.** A student panel from last year will present some of their experiences on Jan. 28, after which you will be asked to choose from one of the following options.

-**Estival Place (MIFA) Day Care Center**

9:30-11:30 or 2:00-4:00 Mon-Fri

-**Estival Place After-School Program**

2:30-5:30 Mon-Fri (Choose 2 hours)

-**S.M.A.R.T. After-School Program**

2:30-5:30 Mon-Fri (Choose 2 hours)

-**Child Advocacy Center evening activities**

Mondays, 6:30-8:30 (?)

- **New Hope Christian Academy**

hours can be arranged. School ends at 2:30; tutoring and after school activities until 5:30

-**Orleans School After-School Reading Club (6th grade)**

Tuesdays at 3:30 (only 1 hour; needs some additional time)

+**TESTS:** See syllabus for the dates of the in-class examinations. These will include short-answer identification of terms and ideas and longer essays. The questions will be based on both readings and class lectures/discussions.

PERFORMANCE EVALUATION:

Your attendance and your participation in class discussion is expected and will be a contributory factor toward your final grade. Assessment of performance will be based on the following criteria:

3 Tests @ 100 each	300 points
Quality of Journal	75
Group investigative presentation	75
Class Discussion	25
____ Completion of Service/Learning	<u>25</u>
	500 POSSIBLE POINTS

Your grade will be determined by percentage of total points earned. 100-93% =A; 92-90% = A-; 89-87 = B+ and so forth

BOOKS FOR PURCHASE:

- Postman, The Disappearance of Childhood (1982)
- Greven, The Protestant Temperament (1977)
- Hiner & Hawes, Growing Up in America (1985)
- Alger, Ragged Dick (1868)
- Zelizer, Pricing the Priceless Child: the Changing Value of Children (1985)
- Kotlowitz, There Are No Children Here (1991)
- Curry, Silver Rights (1995)

Course Pac: History 244 available in the History Dept. Office, 308 Clough

READING ASSIGNMENTS

Tuesday

Thursday

1/14 INTRODUCTION: The
Construction of Childhood Over Time:
Some preliminary problems;
Course requirements

1/19 MODELS FOR DEFINING
CHILDHOOD

Xerox: Cunningham, from
Postman, Disappearance of
Childhood, 143-153

1/21 PURITAN CHILDHOODS

Greven, Protestant
Childhood, 11-18, 32-55

Western Society, 1-

1/26 OTHER COLONIAL
CHILDHOODS

Greven, 151-170, 202-217

1/28 NATIVE AMERICAN
CHILDHOODS

Xerox, Axtell, from Native
Peoples

PANEL: Service/Learning
Experiences

2/2 CHILDHOOD IN EARLY 19TH C.
AMERICA

Greven, 263-91, 303-308;
Xerox, "Benjamin Rush on
Republican Education"

2/4 SLAVE CHILDHOODS

Xerox: King, from Stolen
Childhood
Chpt. 5

2/9 CHILDREN IN THE CIVIL WAR
Lecture

2/11 **TEST #1: BRING BLUEBOOK**
(See Syllabus, 2)

2/16 EMANCIPATION & JIM CROW
AMERICA (1865-1900)

Hiner & Hawes, Scott essay, 193-
207

Read ahead for Thurs!

2/18 19TH C. URBAN CHILDREN &
CHILD SAVING

Alger, Ragged Dick (only that
short story)

Xerox, Katz, from In the Shadow
of the Poorhouse, Chpt. 5

2/23 CHILD LABOR & PROGRESSIVE
REFORM

Zelizer, Pricing the Priceless

Child, Intro & Ch. 1- 2

Film

2/25 VALUING CHILDREN
Zelizer, Ch. 5- 6

3/2 JUVENILES AT LARGE

Hiner & Hawes, Campbell essay,
149-160

Xerox, Small Worlds, "Children &
Commercial Culture,"14-25

3/4 PEER GROUPS

Xerox, MacLeod, from Journal of Social History, "Act Your Age"

MARCH 6-14: SPRING BREAK

3/16 NATIVE AMERICAN CHILDREN
Hiner & Hawes, Szatz essay, 209-

3/18 U.S. CHILDREN'S BUREAU
Xerox, ~~1218~~-Taylor, Raising a
Baby the Government Way, Intro.

3/23 CHILDREN AND W W II
Xerox, Tuttle, Daddy's Gone to
War
Xerox, from Children's Culture
Reader, "You Are Citizen Soldiers"

3/25 **Test #2**

3/30 CHILD REARING
Xerox, Grant, from Raising Baby
by the Book

4/1 **EASTER BREAK**
(Start Curry book)

4/6 SCHOOL DESEGREGATION
Film, "The Brown Decision"
Curry, Silver Rights, 3-55

4/8 CHILDREN IN THE CIVIL
RIGHTS MOVEMENT
Curry, Silver Rights, 56-201

4/13 POVERTY & VIOLENCE
Kotlowitz, There Are No Children
Here, Ch. 1-13

4/15 PUBLIC ASSISTANCE,
WELFARE REFORM, AND
WORKFARE
Kotlowitz, Ch. 14-end

4/20 GROUP PROJECTS

4/22 GROUP PROJECTS

4/27 CHILDREN AS ADULTS
Xerox, Giroux "Stealing
Innocence," from Children's Culture
Reader

4/29 DISAPPEARANCE OF
CHILDHOOD?
Postman, Disappearance of
Childhood, 67-142

**Final Exam is scheduled for Sat.
May 8 at 1:00 p.m.**