

HITO126
Mon and Wed 6:30-7:50
Center Hall 113

Stefan Tanaka
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office hours:
Mon 2:00-3:30 and Thur 1:00-2:00
or by appointment

A History of Childhood

There are few subjects in history in which people learn about something they experienced, rather than know. Childhood is one; it is something that we all passed through, but only know about after passing through it. Our understanding of childhood as a stage of innocence when the child should be free to play and attend school is a modern idea. The idea of childhood has not been constant, and different societies, communities, classes, etc. have shaped the integration of children according to their own needs and norms.

The goal of this class is to examine the different ways that attitudes toward children have changed throughout history and across cultures. These attitudes were connected to the way that the human being was understood; the changing role of the family; variations by regional, class, and developmental differences; emergence of institutions of socialization, especially the transformation of educational systems (both K-12 and university); industrialization; and more recently, the role of the state in organizing our expectations of children and childhood.

This course will not be limited to any particular region. The best historical information in English on childhood around 1000 years ago is on European society. During the modern period, much is available on the United States and Europe, and some is available on Asia. Part of the intent of the course will be to examine the idea of childhood as both separate from and integral to the various cultures within and beyond the nation-state.

Course Requirements:

attendance at lectures
take home paper, due April 30 (40% of grade)
 rewrite(optional), due May 21
final paper, due June 12 (60% of grade)
NO LATE PAPERS WILL BE ACCEPTED

Students must complete all course requirements in order to receive a passing grade.

All students are expected to adhere to standards of academic integrity as set forth by this institution. Cheating or plagiarism will automatically result in a course grade of F.

Optional discussion sections:

teaching assistant: Matthew Crawford

You may participate in a discussion section, to be arranged during the first week of class. It is optional. If you do choose to participate (participation entails constructive, informed engagement, not merely showing up) you will receive extra credit of one grade increment (for example from a C to a C+).

Time and Temporality (week 1)

Cunningham, *Children and Childhood*, 1-17.

Abstract Time (childhood)

Luckmann, Thomas "The Constitution of Human Life in Time," 151-66

Bodily Time (children)

Philippe Aries, *Centuries of Childhood*, 15-32

Barry Bogin, *The Growth of Humanity*, 64-93

Child in History (week 2&3)

Cunningham, *Children and Childhood*, 18-80, 114-36, 171-206.

Ancient and Medieval Children

Philippe Aries, *Centuries of Childhood*, 33-61

Becoming Modern

John Locke, "Epistle to the Reader," (6-14) and "No innate Principle in Mind" (48-65)

Jean-Jacques Rousseau, *Emile or On Education*, 33-74

Birth of the Modern Child

Howard Chudacoff, "Act Your Age"

William Kessen, "The American Child and Other Cultural Inventions"

Childhood Today

UNICEF, "An Overview of Child Well-being in Rich Countries."

www.unicef.org/media/files/ChildPovertyReport.pdf

Barbara Rogoff, "Orienting Concepts and Ways of Understanding," pp.3-36.

Childhood and the Rise of the Social (week 4&5)

Work and the Rise of the Social

Cunningham, *Children and Childhood*, 81-113.

Nikolas Rose, "The Social," 98-136

Andrew Ure, selection from *Philosophy of Manufacture*

Farm Work

- Priscilla Clement, "Farm, Factory, and Home," *Growing Pains*, 122-49.
Glen Elder, "Always Work to do," *Children of the Land*, 87-106.
Stephen O'Connor, "Invisible Children," *Orphan Trains*, 209-32.
film: *The Orphan Trains*

Child Labor

- misc statements from the Sadler Commission, 1832
www.spartacus.schoolnet.co.uk/IRchild.main.htm
Yokoyama Gennosuke, "Nihon no kaso shakai," 192-233, 311-17.
Lewis W. Hines, "Child Labor in America, 1908-1912"
www.historyplace.com/unitedstates/childlabor/

The Tutelary Complex (week 6)

- Cunningham, *Children and Childhood*, 137-70.
Jacque Donzelot, *The Policing of Families*, 96-150
Michael Grossberg, "A Protected Childhood," 213-239.
Viviana Zelizer, "From Useful to Useless," 56-72.
movie: *The Kid* (directed by Charlie Chaplin, 1921)

Socialization/Education (week 7&8)

- Friedrich Froebel, selected writings
G. Stanley Hall, "The Ideal School as Based on Child Study"
John Dewey, "The Child and the Curriculum,"
Kathleen Uno, "Day-Care and Moral Improvement," 47-73.
Ellen Key, *The Century of the Child*

Family (week 9&10)

- Rima Apple, "Constructing Mothers: Scientific Motherhood"
George Sanchez, "'Go After the Women': Americanization and the Mexican Immigrant Woman, 1915-1929,"
Sharon Nolte and Sally Hastings, "The Meiji State's Policy toward Women"

Child and Childhood: Future? (week 10)

- Norma Field, "The Child as Laborer and Consumer," pp.51-78.
Paula Fass, "Children and Globalization"
film: *Stolen Childhoods*

Readings

All readings will be on reserve at the Geisel Library. Required books are available at Groundwork Books.

Books

Hugh Cunningham, *Children and Childhood in Western Society*. 2nd ed. (Longman)

Articles and Chapters

Philippe Aries, *Centuries of Childhood: A Social History of Family Life*, trans. by Robert Baldick (New York: Vintage, 1962), pp. 15-32, 33-61.

Rima Apple, "Constructing Mothers: Scientific Motherhood," in Rima Apple and Janet Golden, eds. *Mothers and Motherhood* (Columbus: Ohio State University Press, 1997), pp. 90-110.

Barry Bogin, *The Growth of Humanity* (New York: Wiley-Liss, 2001), pp. 64-93.

Howard Chudacoff, "Act Your Age," *How Old Are You?*, pp. 117-37.

Priscilla Clement, "Farm, Factory, and Home," *Growing Pains: Children in the Industrial Age, 1850-1890* (New York: Twayne Publishers, 1997), pp. 122-49.

Donzelot, Jacques, "The Tutelary Complex," *The Policing of Families*, trans. by Robert Hurley (Baltimore: Johns Hopkins University Press, 1997[1979]), 96-150.

Glen Elder and Rand D. Gonger, "Always Work to do," *Children of the Land* (Chicago: University of Chicago Press, 2000), pp. 87-106.

Paula Fass, "Children and Globalization," *Journal of Social History*, 36.4(2003):963-77.

Norma Field, "The Child as Laborer and Consumer: The Disappearance of Childhood in Contemporary Japan," in Sharon Stephens, *Children and the Politics of Culture* (Princeton: Princeton University Press, 1995), pp. 51-78.

Friedrich Froebel, "A New Year's Meditation," "Plan of an institution which will educate children," "The Child's life: his first actions," and "Outline of a plan for founding and developing a Kindergarten," in Irene M. Lilley, ed. *Friedrich Froebel: A Selection from his Writings* (Cambridge: Cambridge University Press, 1967), pp. 92-103, 117-19.

Michael Grossberg, "A Protected Childhood: The Emergence of Child Protection in America," in Wendy Gamber, Michael Grossberg, and Hendrik Hartog, eds. *American Public Life and the Historical Imagination* (University of Notre Dame Press, 2003), pp213-239.

G. Stanley Hall, "The Ideal School as Based on Child Study," *Forum* 32(1901).

William Kessen, "The American Child and Other Cultural Inventions," *American Psychologist* 34(Oct 1979): 815-20.

- John Locke, "Epistle to the Reader," and "No Innate Principle in Mind" (48-65), *An Essay Concerning Human Understanding* (New York: Dover Publications, 1959).
- Thomas Luckmann, "The Constitution of Human Life in Time," in Thomas Bender and David E. Wellbery, *Chronotypes: The Construction of Time* (Stanford: Stanford University Press, 1991), pp. 151-66.
- Sharon H. Nolte and Sally Ann Hastings, "The Meiji State's policy toward Women, 1890-1910," in Gail Lee Bernstein, *Recreating Japanese Women, 1600-1945* (University of California Press, 1991), pp.151-74.
- Stephen O'Connor, "Invisible Children," in his *Orphan Trains: The Story of Charles Loring Brace and the Children he Saved and Failed* (University of Chicago Press, 2001), pp.209-32.
- Barbara Rogoff, "Orienting Concepts and Ways of Understanding the Cultural Nature of Human Development," *The Cultural Nature of Human Development* (Oxford University Press, 2003), pp.3-36.
- Nikolas Rose, "The Social," *Powers of Freedom: Reframing Political Thought* (Cambridge University Press, 1999), pp. 98-136.
- Jacques Rousseau, *Emile or On Education*, trans. by Allan Bloom, (BasicBooks, 1979), pp. 33-74.
- Sadler Commission, 1832 misc excerpts in www.spartacus.schoolnet.co.uk/IRchild.main.htm
- George Sanchez, "'Go After the Women': Americanization and the Mexican Immigrant Woman, 1915-1929," in *Mothers and Motherhood*, pp. 475-94.
- Kathleen Uno, "Day-Care and Moral Improvement," *Passages to Modernity* (University of Hawaii Press, 1999), pp.47-73.
- Wu Pei-Yi, "Childhood Remembered: Parents and Children in China, 800 to 1700," in Anne Behnke Kinney, *Chinese Views of Childhood*
- Yokoyama Gennosuke, "Nihon no kaso shakai," trans. by Eiji Yutani, (unpublished PdD dissertation, University of Washington, 1985), 192-223, 311-17.