

HITO126
Mon and Wed, 5:00-6:20
Petersen 103

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office hours:
Wed 1:30-3:00 and Tue 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 January 29 (25% of grade)
projects–presentations during weeks 8 and 9 (25% of grade)
final paper, due march 19 (50% 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.

You must also submit an electronic version of your paper to turnitin.com on the same day.

Students agree that by taking this course all required papers will be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the terms of use agreement posted on the Turnitin.com site.

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Time and Temporality (week 1)

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

Abstract Time (childhood) & Bodily Time (children)

Luckmann, Thomas "The Constitution of Human Life in Time"

Child in History (week 2&3)

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

Ancient and Medieval Children

Orme, "Introduction," *Medieval Children*

Becoming Modern

John Locke, "No innate Principle in Mind"

Jean-Jacques Rousseau, *Emile or On Education*

Birth of the Modern Child

Darwin, "A Biographical Sketch of an Infant"

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"

"Slow" schools, http://www.slowmovement.com/slow_schools.php

film: *Stolen Childhoods*

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

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

Work and the Rise of the Social

Polanyi, "Habitation versus Improvement" (33-42) and "Political Economy and the Discovery of Society" (111-29)

Non-industrial Work

Orme, "Learning to Work," 306-17

C. Robert Haywood, *A Funnie Place, No Fences*, excerpts
film: *The Orphan Trains*

Child Labor

Cunningham, "The Decline of Child Labour"

misc statements from the Sadler Commission, 1832

www.spartacus.schoolnet.co.uk/IRchild.main.htm

Lewis W. Hines, "Child Labor in America, 1908-1912"

www.historyplace.com/unitedstates/childlabor/

The Tutelary Complex (week 6)

Cunningham, *Children and Childhood*.

Jacque Donzelot, *The Policing of Families*.

Michael Grossberg, "A Protected Childhood."

Viviana Zelizer, "From Useful to Useless."

movie: *The Kid* (directed by Charlie Chaplin, 1921)

Socialization/Education (week 7&8)

Ellen Key, "The Right of the Child to Choose his Parents," *The Century of the Child*.

Friedrich Froebel, selected writings

G. Stanley Hall, "The Ideal School as Based on Child Study"

John Dewey, *The Child and the Curriculum*

Family (week 9&10)

Rima Apple, "Constructing Mothers: Scientific Motherhood"

George Sanchez, "'Go After the Women': Americanization and the Mexican"

Immigrant Woman, 1915-1929,"

Stephanie Coontz, "Historical Perspectives on Family Studies"

Child and Childhood: Future? (week 10)

Stephanie Coontz, "Getting Past the Sound Bites"

Paula Fass, "Children and Globalization"

Readings

All readings will be on reserves or e-reserves at the Geisel Library, or on webct. Required book is available at Groundwork Books.

Books

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

Articles and Chapters

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

Howard Chudacoff, "Act Your Age," *How Old Are You?* (Princeton University Press, 1989), pp. 117-37.

Stephanie Coontz, "Historical Perspectives on Family Studies," *Journal of Marriage and Family Studies*, 62.2(May 2000): 283-97.

Stephanie Coontz, "Getting Past the Sound Bites," *The Way We Really Are* (BasicBooks, 1997), 11-32.

Hugh Cunningham, "The Decline of Child Labour" *Economic History Review*, 53.3(2000): 409-28.

Charles Darwin, "A Biographical Sketch of an Infant," *Mind*, 1877.

Dewey, John. *The Child and the Curriculum* (University of Chicago Press, 1902) <http://books.google.com>

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

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

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.

Ellen Key, "The Right of the Child to Chose his Parents," *The Century of the Child* (GP Putnam, 1909), 1-62.

John Locke, "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," Thomas Bender and David E. Wellbery, *Chronotypes: The Construction of Time* (Stanford: Stanford University Press, 1991), pp. 151-66.

Nicholas Orme, "Introduction" and "Learning to Work," *Medieval Children* (Yale University Press, 2001).

Karl Polanyi, "Habitation versus Improvement" (33-42) and "Political Economy and the Discovery of Society" (111-29), *The Great Transformation* (Beacon Press, 1957).

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.

Jacques Rousseau, *Emile or On Education*, trans. by Barbara Foxley (New York: Dutton, 1974), pp. 1-40.

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," Apple and Golden, eds. *Mothers and Motherhood*, pp. 475-94.

Viviana Zelizer, "From Useful to Useless." *Pricing the Priceless Child* (Basic Books, 1985), 208-28.