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

Stefan Tanaka
HSS4062; phone:4-3401
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)

**Bodily Time** (children)
Philippe Aries, *Centuries of Childhood*, 15-32
Barry Bogin, *The Growth of Humanity*, 64-93

**Child in History** (week 2&3)

**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**

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

**Work and the Rise of the Social**
Andrew Ure, selection from *Philosophy of Manufacture*
Farm Work
film: The Orphan Trains

Child Labor
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 Tuterary 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”
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)
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


Sadler Comissionssion, 1832 misc excerpts in www.spartacus.schoolnet.co.uk/IRchild.main.htm


