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)
- 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.
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)
Philippe Aries, *Centuries of Childhood*, 15-32
Barry Bogin, *The Growth of Humanity*

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

**Ancient and Medieval Children**
Philippe Aries, *Centuries of Childhood*, 33-61

**Becoming Modern**
John Locke, “No innate Principle in Mind”
Seth Lerer, “Playthings of the Mind.”
Jean-Jacques Rousseau, *Emile or On Education*

**Birth of the Modern Child**
Howard Chudacoff, “Act Your Age”
William Kessen, “The American Child and Other Cultural Inventions”

**Childhood Today**
Barbara Rogoff, “Orienting Concepts and Ways of Understanding”
Spring 2009: A History of Childhood

Childhood and the Rise of the Social (week 4&5)
Work and the Rise of the Social
Nikolas Rose, “The Social”

Farm Work
Priscilla Clement, “Farm, Factory, and Home,” *Growing Pains*
Stephen O’Connor, “Invisible Children,” *Orphan Trains*
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 kasō shakai”
Lewis W. Hines, “Child Labor in America, 1908-1912”
www.historyplace.com/unitedstates/childlabor/

The Tutelary Complex (week 6)
Cunningham, *Children and Childhood.*
Michael Grossberg, “A Protected Childhood.”
Viviana Zelizer, “From Useful to Useless.”
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”

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.”
Paula Fass, “Children and Globalization”
film: *Stolen Childhoods*
Readings

All readings will be on e-reserves at the Geisel Library. Required book is 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/IRchaild.main.htm


