

UNIVERSITY OF WISCONSIN-MADISON
Departments of Educational Policy Studies and History
Fall 2002

EPS 478/History 478
Comparative History of Childhood and Adolescence
3 Credits

Tuesdays & Thursdays, 9:30-10:45
Education 249

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Course Description

Studying children and youth in the past offers a unique and fascinating way to view historical development. For centuries, philosophers, educators, political and religious leaders—as well as ordinary parents—have asked basic questions about the nature of young people and how to raise them. Concerning children, they have asked: “What is a child and what are the best ways to care for it?” “How are children best prepared for adulthood?” “What determines the limits and capacity of children to learn?” “Who should make decisions about the care and rearing of children?” Every society has answered these questions differently. And children and adolescents have often confounded the efforts of adults to answer these questions and implement policies accordingly.

Since the early 1960s, scholars in numerous academic disciplines have tried to understand the nature of childhood and youth in the past. They have drawn upon many kinds of historical sources: art, literature, religious tracts, memoirs, movies, and so on. The same is true of this course. Most of the class will focus on childhood and adolescence in Western European and then American history, starting with the medieval period and ending in the recent past.

The core of the class will be lectures, plus the occasional use of slides, films, music, and dramatic readings. I will also try to encourage classroom discussion, especially of the assigned readings. So it is important for you to keep up with the reading to maximize informed participation. There is no paper in the course.

Student Responsibilities

Class attendance is expected. It is the basis for class participation, the quality of which will help to constitute 10% of your grade. There will be a total of three exams: two in class during the semester, and then the final, which is comprehensive. Each exam is worth 30% of your final grade.

Each exam will have an essay question and some short answer and identification questions. There are no alternative dates for these exams. More details will be made available in class.

To recap:

Exam No. 1	30%	(October 17)
Exam No. 2	30%	(November 26)
(Final) Exam No. 3	30%	(Tuesday, December 17) 2:45-4:45
Class participation	10%	

Grading Scale: A (93-100); A/B (88-92); B (83-87); B/C (78-82); C (70-77); D (60-69); F (below 60).

If you are ill or otherwise have a legitimate reason to miss a scheduled examination, it is your responsibility to contact me before the test. Missing an exam without prior permission will lead to an automatic F. If you are experiencing any difficulty with the course, or with your schooling generally, please come to see me.

Required Books

The following paperbacks should be available at the UW and other area bookstores. A copy of each book should be available on reserve at Helen C. White, and some may be available elsewhere in the UW library system.

1. Hugh Cunningham, Children and Childhood in Western Society Since 1500
2. Steven Ozment, When Fathers Ruled: Family Life in Reformation Europe
3. J.J. Rousseau, Emile
4. William Blake, Songs of Innocence and Experience
5. Eliot West, Growing Up With the Country
6. David Nasaw, Children of the City
7. Beth Bailey, From Front Porch to Back Seat

Course Outline and Assignments:

Week # 1 Introduction to the Course
September 3 & 5 Historians and the Study of Childhood

Assigned reading: Cunningham, chapter 1.

Week #2 Children, Childhood, and the Middle Ages, 500-1500
September 10 & 12

Assigned reading: Cunningham, chapter 2; Ozment, chapters 1-2.

Week #3 Children, Childhood, and the Middle Ages, 500-1500
September 17 & 19

Assigned reading: Cunningham, chapters 3-4; Ozment, chapters 3-4.

Week #4 Education and Early Modern Europe
September 24 & 26 The Protestant Reformation & Discussion, *When Fathers Ruled*

Assigned reading: Review readings and lectures; and begin *Emile*.

Week #5 Intellectual Change and Educational Thought in
October 1 & 3 Early Modern Europe: The 17th & 18th Centuries
Rousseau and Childhood

Assigned reading: Rousseau, *Emile* (entire).

Week #6 Blake's *Songs of Innocence and of Experience*
October 8 & 10

Assigned reading: Blake's *Songs of Innocence and of Experience* (entire)

Week #7 Review on Oct. 15, **Examination** No. 1 on **October 17**
October 15 & 17

Assigned reading: none.

Week #8 Childbirth and Midwives
October 22 & 24

Assigned reading: Cunningham, chapters 4-6.

Week #9 Midwifery in Early American History
October 29 & October 31 The "Orphan Trains"

Assigned reading: Review Cunningham, chapters 4-6; West, chapters 1-5.

Week #10 The "Orphan Trains"
November 5 & 7 Growing up with the Country

Assigned reading: West, chapters 6-10; Begin Nasaw.

Week #11 Work, Play, and School in the American City
November 12 & 14

Assigned reading: Nasaw (entire)

Week #12 In the White Man's Image
November 19 & 21 Review

Assigned reading: none.

Week #13 **Examination** No. 2, on **November 26**.
November 26 & Thanksgiving

Week #14 Age Consciousness and the Rise of the Adolescent
December 3 & 5 The Rise of the Modern High School

Assigned Reading: Bailey, entire; Cunningham, chapters 7-8.

Week #15 Teen Culture
December 10 & 12 Review for final examination.

FINAL EXAM: TUESDAY, DECEMBER 17, 2:45-4:45, ROOM TO BE ANNOUNCED