

EPS/H478
COMPARATIVE STUDIES OF CHILDHOOD AND ADOLESCENCE
UNIVERSITY OF WISCONSIN-MADISON
Spring 2020
3 credits

Tuesdays & Thursdays, 9:30-10:45
Education Building L150

William J. Reese
Professor of Educational Policy Studies, History, and European Studies
Education 223, 262-2812
EPS Department, messages, 262-1760 or 262-1761
Email: wjreese@wisc.edu

Office Hours: Education 223
Tuesdays 11–1, Thursdays, 11–12, and by appointment.

This is a three-credit course. It meets in person three hours per week for fourteen weeks and carries the expectation that you will spend at least an average of two hours outside of class for each hour of class time on additional work. In other words, besides class time, plan to allot at least an average of 6 hours per week for reading, writing, preparing for discussions, and/or conducting research for this class. A copy of this syllabus is available on CANVAS.

Learning Objectives:

By semester's end, students will be able to:

- demonstrate their knowledge and explain the significance of key actors, events, themes, and ideas related to the history of childhood and adolescence
- interpret and contextualize primary historical sources
- identify and evaluate information from primary and/or secondary sources in order to develop and locate, synthesize, and evaluate information from primary and/or secondary sources in order to develop and support their own evidence-based historical interpretations
- Upon completion of the class, graduate students must also be able to locate, synthesize, and evaluate primary historical sources in order to construct evidence-based historical interpretations

Course Requirements & Due Dates

Class attendance and participation (20%)

February 25 1 page paper proposal due; instructions below

March 3 In-Class Exam (20%)

April 14 In-Class Exam (20%)

April 23 Research Paper (20%)

May 5 Take-Home Exam (20%)

Distributed April 30 Due, Tuesday, May 5 by 4:45 p.m.

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 recognized by the UW to miss class or 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 contact me.

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, supplemented with visual images, 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. Class attendance is expected. Attendance and the quality of your class participation will help determine 20% of your final grade. Another 20% of the final grade will be determined by the quality of a research paper. See the detailed rubrics regarding classroom participation and grading of papers later in the syllabus.

There will be three exams: two closed book (and in class) and a take-home final. Each exam is worth 20% of your final grade in the course. Each of the first two exams will consist of one essay question and some short answer and identification questions. More details will be made available in class. The take-home final will be comprised of two essays and will cover material from across the semester: your response will be limited to 3 double-spaced type-written pages each. The final exam questions will be distributed on the last day of class, Thursday, April 30, and due on Tuesday, May 5, by 4:45, the end of your regularly-scheduled exam period.

Throughout the semester, we will try to honor the University of Wisconsin's traditions of academic excellence and statement on diversity. "Diversity is a source of strength, creativity, and innovation for UW–Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin–Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background—people who as students, faculty, and staff serve Wisconsin and the world."

ACADEMIC DISHONESTY/MISCONDUCT:

All students are expected to do their own work. Academic dishonesty in the form of plagiarism, cheating, etc., will not be tolerated. For information on the University's policies on academic integrity and misconduct, see <https://www.students.wisc.edu/doso/academic-integrity/>.

STUDENTS WITH SPECIAL NEEDS: The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are

expected to inform me of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. I will work either directly with you or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

Regarding your need for instructional accommodations, you may do so via email or through a meeting during my regular office hours.

Laptops, Note-taking, and Electronic Devices

The use of laptop computers, tablets, smart phones, iPads, and other screen-based, electronic devices is not permitted during lecture, including during films, unless you have authorized approval from the McBurney Disability Resource Center. Please let me know if you have such approval during the first week of the semester. For a scheduled class discussion, if you use an e-book reader for that assigned reading, you may use that device in that particular class.

Please turn off all phones before the beginning of class.

Required Books

The following paperbacks should be available at the UW Bookstore and perhaps other local book stores or accessible from vendors who advertise on the Internet. A copy is also available at the Merit Library, Teacher Education Building.

1. Hugh Cunningham, Children and Childhood in Western Society Since 1500
2. Steven Ozment, When Fathers Ruled: Family Life in Reformation Europe
3. William Boyd, ed., J.J. Rousseau, Emile of J.J. Rousseau (Teachers College Press only). (Abridged version of *Emile*.)
4. William Blake, Songs of Innocence and of Experience (Oxford U Press, only)
5. Elliott West, Growing Up With the Country
6. David Nasaw, Children of the City
7. Richard Wright, Black Boy

Week #7 ******EXAM No. 1**** (March 3)**
March 3 & 5 Blake, *Songs of Innocence and of Experience*

Assigned reading: Songs of Innocence discussion, March 5

Week #8 Blake, *Songs of Innocence and of Experience*
March 10 & 12 Childbirth and Midwifery

Assigned reading: Songs of Experience discussion, March 10.

Week #9 SPRING BREAK March 14-22.

Week #10 Childbirth and Midwifery
March 24 & 26 Growing Up With the Country

Assigned reading: West, Growing Up, complete.

Week #11 Orphans and the “Orphan Trains”
March 31 & April 2 Growing Up in the City

Assigned reading: Cunningham, chapters 5-6; Nasaw, preface, chapters 1-7

Week #12 Growing Up in the City
April 7 & 9 Child Labor and Industrial Revolution

Assigned reading: Nasaw, complete, discussion April 7.

Week #13 *****EXAM No. 2**** (April 14)**
April 14 & 16 Age Consciousness and Adolescence

Assigned Reading: None. Research paper due following week.

Week #14 Adolescents and High Schools
April 21 & 23 Twentieth-Century Trends

Assigned Reading: Wright, chapters 1-6.

******Research Paper Due at Class, April 23******

Week #15 Twentieth-Century Trends
April 28 & 30

Assigned Reading: Wright, complete; and Cunningham, chapters 7-8.

******Take Home Final Distributed, April 30******

TAKE HOME FINAL EXAM: The exam will be distributed in class on Thursday, April 30. Please deliver a hard copy to my mailbox in EPS, Education Building 235, or in person at my EPS office by 4:45 on Tuesday, May 5. I will be in my office by 2:00 that afternoon. Email copies of your exam will not be accepted; late exams lose a grade for each half-day late.

Attendance and Class Participation Grade Guidelines

A: This student **never misses class**, always completes assigned readings, and comes to class prepared to think carefully, making connections between readings and across topics. He or she is willing to take the lead in discussion periodically, posing interesting questions or taking risks by answering tough questions. He or she avoids dominating discussion, instead participating mindfully in discussion with other students, considering their ideas and responding thoughtfully and respectfully. He or she helps to create a sense of a shared conversation in the group as a whole. This student shows passion for the work of the class and is committed fully to our work while in the classroom.

AB: This student does most of what an A student does, but may be slightly deficient in one area—for instance, he or she may be a conscientious reader and thinker who tends not to listen to other students or otherwise dominates conversation instead of engaging in productive deliberation. Or, he or she may have been late to class a few times, or **may have two unexcused absences**, or may have missed a reading or two.

B: This student participates often, but not consistently. He or she may attend every class and do all the readings but avoids taking the lead in discussion, instead only responding

to questions or adding periodically to others' ideas. This student may participate well, **but may have three unexcused absences.**

BC: This student may be a frequent but superficial discussion participant. The student may be reticent to participate as fully as he or she should. At times the student may seem not to have done the readings, though he or she usually comes prepared. **This student may have four unexcused absences.**

C: This student is intermittently prepared for class. He or she may have flashes of brilliance, but despite perfect attendance rarely participates beyond the occasional superficial comment. **This student may have five unexcused absences.**

D: This student very rarely participates, and only in superficial ways. **This student may have more than five unexcused absences.**

F: This student may have **six unexcused absences** and/or attends most classes but never participates.

Guidelines for Research Papers

Every student will complete one research paper, the quality of which constitutes **20%** of the final grade. The topic must be approved by me. Every student should initiate an email conversation with me early in the semester and/or meet in person during office hours. A one page proposal for the paper is due as a hard copy in class on **February 25**. It is important to begin thinking about the research paper early in the semester. *While this proposal will not be graded, you will lose 5 points on the final paper for every day this one-page proposal is late.*

Instructions for the Proposal:

(1) The proposal should include your name, email address, and a tentative title of your paper. (2) It should also provide one paragraph that describes your project, and the main issue that you would like to address. What is the main question you would like to answer about some aspect of the history of childhood and adolescence? (3) Finally, you should list the specific *primary* and *secondary* sources you plan to read for your paper. This list, of course, may change in the course of research. But you need approval to change the topic and the basic sources after this proposal has been agreed upon.

What is the difference between a *primary* and a *secondary* source? Here is a basic

guide. A *primary source* usually refers to any type of document, artifact, or material generated in the past, which historians read, interpret, and draw upon to understand the past. J.J. Rousseau's *Emile* is a primary source; books and articles written by scholars about the author and his book, especially after Rousseau's death, are examples of *secondary* sources. Other examples of a primary source would include writings by Martin Luther on education, or a diary by an 18th century midwife that described childbirth. A biography of Luther or of the midwife is an example of a *secondary source*.

Undergraduate papers will be limited to **7-10 double-spaced, type-written pages, 12-point font**. That does not include endnotes and full bibliography of all sources consulted for the paper. **Graduate student papers** are limited to **16-20 double-spaced** pages of text, exclusive of endnotes and bibliography. Graduate student papers will rest upon a wider array and depth of primary and secondary sources. A paper produced by a graduate student should attain the intellectual depth and quality of a chapter in a master's thesis at the UW.

Hard copies only of all papers are due at the end of class on Thursday, April 23. Except for reasons of illness or others recognized by the UW, extensions will not be granted. *In fairness to everyone, papers will lose one-half grade for every day late.*

Tips and Ideas for a Research Paper

The history of childhood and adolescence obviously covers an incredible range of topics and time periods. Whatever you decide to research and write about, the foundation for your paper must rest squarely upon primary sources, supplemented with secondary sources to provide you with a sense of historical context.

The only restriction on choosing a topic is that it must be historical and deal with a time period before you were born. The number of possible topics is still incredibly large. You can write about a person, a movement, or any aspect of the history of childhood and adolescence in Western European or American history. Any topic addressed in our course could be chosen as your research topic. Let's discuss any other topics that you might be interested in.

One often begins a project by thinking big, then scaling it down to make it manageable. For example, if you are interested in "romanticism and education," you cannot study every romantic, so you need to narrow the focus to particular theorists or writers, for example. If you are interested in "school sports," you have to specify which sports, in which time period, and how you will keep the topic manageable based on

specific primary and secondary sources. If you are interested in the writings of a famous educational theorist, you will have to identify which writings you will focus on, and so forth.

Your paper is an exercise to help you learn how to frame an historical question, identify and interpret primary sources, and use evidence to produce a well-presented, well-defended thesis (or argument). Books by historians read in our class rest upon both primary and secondary sources. As you look at endnotes or footnotes, you often see many examples of primary and secondary sources. For example, the historian Stephen Ozment first read what other historians said about families during the Reformation; they helped him understand his subject, but he then asked new questions and answered them in a novel way based on his reading of primary sources.

How many primary sources and how many pages of reading are needed to write this paper? Well, it depends on the types of primary sources one reads. A good rule of thumb for an undergraduate paper might be the equivalent of a standard sized book (250 pages or so.) If you are reading articles, pamphlets, or other sources, they might add up to about that number of pages. How many secondary sources should you read? Well, it depends, once again, on whether you are reading a book or two to provide some context for your subject, or a number of scholarly articles.

Let's imagine that you are writing a paper that explores why Friedrich Fröbel created kindergartens in the 19th century. You can easily find books and articles written by historians on that topic. Those would serve as secondary sources. For a primary source, you could choose a key book written by Fröbel, and then try to explain why he viewed the kindergarten as a superior means of educating young children. The secondary sources provide context; but the book by Fröbel allows you to interpret the past through his original writings, the primary sources.

You may enjoy reading biographies, autobiographies, and memoirs. Many people have written memoirs or autobiographies that include considerable insights into their childhood, and you can use one of them as the basic primary source for a paper. For example, Benjamin Franklin told his life story in his famous Autobiography. So did the famous African-American educator, Booker T. Washington, in his classic work, Up From Slavery. Frank McCourt wrote a best-selling book entitled Angela's Ashes, about growing up poor in Ireland. Other examples are legion, including famous works such as Annie Dillard's American Childhood, Barack Obama's Dreams from My Father, or Michelle Obama's Becoming.

The best way to tackle this assignment is to do some preliminary research. Talk to

a librarian for some advice. Look up some keywords in the UW library catalogue and in the database JSTOR, which has countless scholarly articles on innumerable topics. (There are many other electronic resources on European and American history available in our library system.) Then initiate a conversation with me on email or in person. The best way to learn is to ask questions. So start thinking about topics early in the semester. The deadline for the proposal—February 25—is not far away.

Here is a small sample of potential topics.

Childbirth

Children's toys and games

midwives/obstetrics

children's hospitals/foundling homes

infanticide/abandonment

orphans/orphan trains

fostering children

advice books on how to raise children [every age produces them!]

theorists of education (Locke, Rousseau, Pestalozzi, Montessori, etc.)

Human rights and education—racial, gender, identity justice

school discipline

graduation ceremonies

progressive education

school sports

medical inspection in schools

education for special needs

prodigies (in music, mathematics, etc.)

intelligence testing

native American boarding schools

Henry Pratt (early administrator in boarding school system)

Child saving or child welfare organizations

Boy Scouts, Girl Scouts

UNICEF

“Save the Children”

Origins of juvenile courts

child labor/apprenticeship

Lewis Hine and the crusade against child labor, early 1900s

child labor laws

children and war, children as soldiers
children and health care
child slavery

children's clothes
children's music, secular or religious

children and advertising
children and consumerism
early rock and roll and adolescent consumers

Various examples of "children's literature"
Charles Dickens or other novelists who wrote about children

Children/Adolescents in the movies
juvenile delinquents and Hollywood
children and portraiture/paintings/iconography

Writing Resources

A slew of writing resources are available to you online and on campus. These include:

The Writing Center (<https://writing.wisc.edu/index.html>)

In order to **avoid plagiarizing**, see especially the Writing Center's tips for **Acknowledging, Paraphrasing, and Quoting Sources**:

<http://writing.wisc.edu/Handbook/QuotingSources.html>. The Writing Center also provides individualized guidance on writing.

The History Lab (<https://history.wisc.edu/undergraduate-program/the-history-lab/>)

The History Lab is a resource center where experts (PhD students) will assist you with your history papers. No matter your stage in the writing process — choosing a topic, conducting research, composing a thesis, outlining your argument, revising your drafts — the History Lab staff can help you sharpen your skills and become a more successful writer. Schedule a one-on-one consultation at <http://go.wisc.edu/hlab> or drop by Humanities 4255.

Paper Grading Rubric

A: This paper is exceptionally well written, with almost no mistakes of grammar, usage, or citation. It poses an original research question, engages with existing scholarly literature, and analyzes primary sources in the context of a persuasive thesis.

AB: This paper is like an A paper, but does not meet standards of excellence in either its writing or its argumentation. The research topic may be less sophisticated or original, or the writing may suffer from noticeable flaws in grammar, citation, or structure.

B: This paper is well written with a few grammatical mistakes. It adequately synthesizes existing scholarship on a subject, which it illustrates with its own primary sources. Although it makes few new claims, this paper clearly articulates a thesis and supports it with reasoned, well-organized arguments.

BC: This paper is like a B paper, but suffers from numerous flaws in grammar, citation, or structure. It lays out a clear research topic but fails to make a persuasive argument in its support.

C: This paper presents an argument but compromises its clarity with numerous flaws of style or evidence. It does not show an understanding of existing scholarship on a subject, does not incorporate original primary sources, or does not arrange them in a coherent fashion.

D: This paper shows insufficient effort. It may fulfill basic requirements of length, but is poorly written or researched, incoherent in its arguments, and unconnected to relevant scholarship.

F: This paper is unacceptable, either because of insufficient length, poor quality, or plagiarism.

For more specific criteria on evaluations of research papers as well as evaluations of essays in examinations, see the next page.

CRITERIA	Undeveloped 5 points	Needs Improvement 10 points	Developing 15 points	Good 18 points	Exceptional 20 points
MEANING	No clear argument.	Argument is unclear or poorly developed	Argument clear, but lacks specificity or purpose	Argument is clear, specific, fully developed	Argument is specific, original, insightful
DEVELOPMENT	Fails to incorporate sources	Includes references to sources or direct quotes, but not does interpret them clearly or accurately	Incorporates sources, but does not engage in active dialogue with them	Chooses sources effectively and engages in active dialogue with key concepts	Engages in complex and insightful dialogue with key concepts
ORGANIZATION	There is no discernable sense of organization within the essay and/or within individual paragraphs	Paragraphs are clearly delineated, but transitions are difficult to follow and/or paragraphs lack internal unity.	The overall organization is clear, but the transitions need clarification and/or paragraphs need further organizational unity	Essay is well organized and transitions are fluid. Paragraphs are unified and cohesive.	Essay is exceptionally well-organized. Transitions augment rhetorical development. Paragraphs are unified and cohesive.
LANGUAGE	Writing is difficult to follow, and incoherent at times.	Most of the writing is clear, but some sentences are difficult to follow because of mechanical or language issues.	Writing is clear, but sentence structure isn't varied effectively and word choice isn't always specific or accurate.	Written style is above average, with varied sentence structure and accurate word choice.	Writing is engaging and articulate. Sentence structure and vocabulary is used effectively to enhance rhetoric.
CONVENTIONS	Grammar and punctuation errors interfere with clarity throughout.	Grammar and punctuation errors affect clarity with some regularity.	Grammar and punctuation errors occasionally affect clarity.	Limited grammar and punctuation errors that do not affect clarity.	Very limited or almost no grammar or punctuation errors.