

Departments of Educational Policy Studies and History
Spring 2020

EPS 906/History 906
Proseminar on the History of Education
Topic: History of Childhood and Adolescence
1-3 Credits

Education 151
Tuesdays 2:25-5:25

William J. Reese
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Tuesday 11-1:00 and Thursday 11-12 & by Appointment
Education Building 223

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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, and 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?” “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, biographies, 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.

The core of the class will be discussion of common readings, plus the occasional use of images, films, music, and dramatic readings. So it is important to keep up with the reading to maximize informed participation.

Required Books

The following books are available in paperback. Copies are available at the University Bookstore and used copies may be available at area book stores or through booksellers via the Internet. The Merit Library, Teacher Education Building, should have a copy of each book on reserve; some may also be available in the UW library system. Articles are accessible electronically through CANVAS or on JSTOR via the UW library.

Required readings

1. Philippe Ariès, Centuries of Childhood
2. John Boswell, The Kindness of Strangers
3. Nicholas Orme, Medieval Children
4. Steven Ozment, When Fathers Ruled: Family Life in Reformation Europe
5. William Blake, Songs of Innocence and Experience
6. David Kertzer, The Kidnapping of Edgardo Mortara
7. Steven Mintz, Huck's Raft
8. Wilma King, Stolen Childhood: Slave Youth... (2nd edition)
9. Elliott West, Growing Up With the Country
10. David Adams, Education for Extinction
11. Stephen Lassoond, Learning to Forget: Schooling and Family in New Haven's...
12. Paula Fass, The End of American Childhood

Course Outline and Assignments:

Week #1 Introduction to the Course
January 21

Week #2 Ariès, Centuries of Childhood
January 28

Week #3 Boswell, The Kindness of Strangers
February 4 & Hugh Cunningham, "Histories of Childhood," *American Historical Review* 103 (October 1998): 1195-1208. (Canvas or JSTOR)

Week #4 Orme, Medieval Children
February 11

Week #5
February 18

Ozment, When Fathers Ruled

Week #6
February 25

Blake, Songs of Innocence and Experience
& William J. Reese, "The Origins of Progressive Education,"
History of Education Quarterly 41 (Spring 2001): 1-24. (Canvas
or JSTOR)

*****One-two page prospectus for research paper due at class, February 25*****

Week #7
March 3

Kertzer, The Kidnapping of Edgardo Mortara

Week #8
March 10

Mintz, Huck's Raft

Week #9
March 17

SPRING BREAK MARCH 14-22

Week #10
March 24

King, Stolen Childhood: Slave Youth in
Nineteenth Century America (2nd edition)

Week #11
March 31

West, Growing Up With the Country

Week #12
April 7

Adams, Education for Extinction

Week #13
April 14

Lassonde, Learning to Forget

Week #14 Fass, End of American Childhood
April 21

Week #15 Research
April 28

***** Research paper due, EPS or History dept. mailbox, Tuesday, May 5, noon*****

Student Responsibilities and Course Requirements

The formal course requirements include class attendance, weekly preparation for class discussions, and the completion of one paper based on original research. There are no examinations in the course.

If you miss class, you are required to turn in a 3 page, double spaced, critical assessment of the reading(s) for that class.

The quality of your class participation will account for 60% of your final grade. The research paper will be worth 40% of your final grade. A one-two page typed prospectus, which will not be graded, is due in class on February 25. This prospectus will provide a rationale for your paper, the main question you are trying to answer, and a list of relevant sources, both primary (original) and secondary. If you were writing an analysis of J.J.Rousseau's main educational ideas, for example, *Emile* would be an example of a primary or original source, while books and articles later written by scholars about *Emile* would be examples of secondary sources.

The paper is due by noon on Tuesday, May 5 in my EPS or History mailbox and is limited to 15-20 double-spaced typed pages, inclusive of endnotes and bibliography. The list of topics suitable for this assignment is almost limitless, but the paper must be on some aspect of the history of childhood and adolescence, not on its contemporary expression. It can focus on informal or formal education, examine various aspects of childhood or adolescence, and draw upon printed, visual, or other sources. Please stop by my office hours, or schedule an appointment if that is not possible, to discuss your paper. I'll be happy to help you frame your research question and offer some guidance.

Credit Hours and Student Workload

The credit standard for this 3-credit course is met by an expectation of a total of 135 hours of student engagement with the course's learning activities (at least 45 hours per credit or 9 hours per week), which include regularly scheduled meeting times (group seminar meetings of 115 minutes per week), dedicated online time, reading, writing, library visits, individual consultations with the instructor, and other student work as described in the syllabus.

Computers and Electronic Devices

Neither computers nor electronic devices should be used in class, unless you have approval from the McBurney Disability Resource Center. Please let me know privately if this is the case.

Please remember to turn off your cell phones before class time.

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 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 as part of a student's educational record, which is confidential and protected under FERPA.

Learning Goals:

#1: Students will demonstrate an understanding of diverse historical theories, epistemologies, and methodologies relevant to historical research.

#2: Students will be able to develop a researchable question and design a project on some aspect of the history of childhood/adolescence.

#3: Students will gain experience using primary and secondary sources in historical research.

#4: Students will know how to write clearly and compellingly for diverse audiences.

#5: Students will understand professional standards for conducting scholarship ethically and responsibly.

Class Discussion & Participation:

To ensure that discussions are well-informed, students are expected to complete all weekly assignments prior to class. We are all bound by the common norms of civility, which ensures that we treat each other respectfully.

Here are some 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, posing thoughtful questions or taking risks by answering difficult questions. He or she avoids dominating discussion, instead participating mindfully in discussion with other students, considering their ideas and responding respectfully. An A student recognizes the importance of a shared conversation with the group as a whole. This student ideally is passionate about the subject matter and fully committed 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 example, 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 missed completing some reading assignments.

B: This student participates often, but not consistently. He or she may attend every class and complete every reading but avoids taking the lead in discussion. He or she only responds to questions or adds periodically to others' ideas. This student may participate in class constructively but may have one unexcused absence.

BC: This student may be a frequent but superficial discussion participant. The student may not 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.

C: This student is intermittently prepared for class, participates well, but has two unexcused absences. She or he may have flashes of brilliance, but rarely participates beyond the occasional superficial comment.

D: This student very rarely participates, and only superficially.

F: This student has two unexcused absences and/or attends but never participates.

Guidelines for Papers

Each paper will be evaluated on its scholarly strengths: the clarity of the thesis, depth of analysis, elegance of presentation, use of sources, and persuasiveness.

Each paper is limited to 15-20 pages, double-spaced, exclusive of endnotes and bibliography. There are many different style guides; historians tend to use the University of Chicago's A Manual of Style.

The Prospectus: One to two pages double-spaced, due in class on February 25.

Each prospectus (which will not be graded) should be typed and include your name, email address, a tentative title, and a bibliography. You can send me a copy of your prospectus *within* an email message (please do not send as an attachment), or hand in a copy by the due date. Feel free to submit the prospectus earlier. Please provide a **hard copy only** of your actual paper, in either my EPS or History department (5th floor, Mosse Bldg.) mailbox, whichever is most convenient. Due on Tuesday, May 5, noon.

Except for reasons of illness or others recognized by the UW, extensions will not be granted either for the prospectus or paper. In fairness to everyone, late papers will lose one-half grade for every day late.

You are strongly encouraged to see me during my office hours to decide upon a topic for your paper. Feel free to correspond on email if that helps jump-start your project. The prospectus is a working document to enable you to move your thinking and research forward.

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, where appropriate, 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 sufficient evidence. 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.