



History 200-004: Boy and Girl Scouts in the World

University of Wisconsin – Madison History Department
Spring 2023: 01/30/2023 - 03/12/2023

Instructor Information/

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Course Description/ In 1907, British army officer Robert Baden-Powell published *Scouting for Boys: A handbook for instruction in good citizenship*. The book became an international bestseller and sparked a global Scout Movement, which would prove to be one of the largest and most enduring youth movements in the entire world. Scouting exists, in one form or another, in practically every country in the world; most of these scouting organizations can trace their roots directly to Baden-Powell's work. Scouting became a fixture in millions of children's lives throughout the twentieth century. Boy Scouts and Girl Scouts around the world contributed to history by participating in the two World Wars, decolonization movements in Africa and Asia, and the American Civil Rights Movement, to name a few.

This course explores the history of the international scouting movement, tracing how Boy Scouts and Girl Scouts experienced, embodied, and challenged the ideologies that characterize the twentieth century, such as imperialism, internationalism, and nationalism. The goal of the course is to introduce students to the discipline of history by examining the role of Scouts in key movements and events of the twentieth century. The course activities and materials are intended to make broad historical concepts and arguments tangible, helping students recognize their continuing influence on our society.

This is a six-week, one-credit course. The credit standard for this course is met by an expectation of a total of 45 hours of student engagement with the course learning activities, which include asynchronous lectures, reading, writing, virtual field trips, and other student work as described in the syllabus. Weekly workload will be approximately 7.5 hours.

Course Objectives/ In completing this course, students will be able to:

- Interpret documents, and other types of sources, in their historical context

- Distinguish between primary and secondary sources, and demonstrate close reading strategies for both
- Develop a historical argument, supported by multiple sources
- Navigate and interpret digital collections
- Evaluate the relationship between the present and the past
- Compose a clearly written and persuasive interpretation of the past
- Effectively communicate their arguments and respond to the arguments of their peers
- Practice responsible digital citizenship and academic etiquette

Course Requisites/ Sophomore standing or 3 credits in HISTORY

Online Format/ This course is asynchronous and features entirely virtual instruction.

Course Materials/ All course materials are freely available on our Canvas page or linked through other sites. Please do not purchase anything for this course.

Conduct and Compartment/ The historical discipline is built upon arguments that rely on well-sourced information that can be openly and civilly debated. Disagreements are a natural part of that process, but keep in mind that you are debating ideas, not people. This may be easier to forget in an all-online course, but it is imperative that we extend the same respect to our peers through a computer screen as we would in person.

Academic Integrity/ Plagiarism (taking the work of another without proper attribution) will not be tolerated. *This includes the use of AI resources, such as ChatGPT, to complete assignments.* While it may be tempting in a world of online education to take shortcuts in giving credit to other authors, it is still both a matter of fairness to others and a crucial element in your own academic development to turn in only your own original work. What constitutes plagiarism may not always feel clear. If you are ever in doubt, simply check with me, and be sure to cite!

McBurney Accommodations/ 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 faculty [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. Faculty [I], will work either directly with the student [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.

Privacy of Student Records & The Use of Audio Recorded Lectures/ Lecture materials and recordings for this course are protected intellectual property at UW-Madison. Students in courses may use the materials and recordings for their personal use related to participation in class. Students may also take notes solely for their personal use. Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities, with the exception of sharing copies of personal notes as a notetaker through the McBurney Disability Resource Center. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university’s policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

How Grading Works/ This course uses Specifications Grading, which both simplifies course expectations and gives you greater control over your grade. In this system, every assignment (except for your final reflection) is graded on a complete/incomplete basis: either you get all the points for an assignment, or you don’t. *You are allowed to resubmit any assignment for which you do not initially receive credit.* Any assignment that did not receive credit initially will include feedback, indicating what needs to be improved to be awarded full marks. I am also happy to provide feedback on any written work upon request.

Since you are submitting the final reflection in place of a final exam, this assignment will be graded conventionally. The specific criteria and expectations for this assignment will be explained later in the semester. Your reflection is due on the final day of class, meaning you will not be able to resubmit it. Please keep this in mind while working on your paper.

You are encouraged to resubmit assignments you did not get credit for, but it would be a bad idea to leave them to the end of the course. *No resubmissions from the first three weeks will be accepted after 11:59pm on the Friday of Week 4 (02/24). No resubmissions from the last three weeks will be accepted after 11:59pm on the Sunday of Week 6 (03/12).*

Course Structure and Assignments/ Although this is a one-credit course, its compressed timeline means that it demands consistent engagement. This chart below should help you to visualize the weekly flow. *Note that assignments will be due by 11:59pm on days in bold.*

Monday	Tuesday	Wednesday	Thursday	Friday & Saturday	Sunday
Lecture and Context	Readings; Quiz Due	Virtual Field Trip; Assignment Due	Discussion Post Due	Review	Two Discussion Responses Due

- **Monday** will feature the bulk of the traditional “lecture” materials, which will consist of a blend of lecture videos, multimedia, and text. The purpose of Monday lessons will be to set the stage for the week’s topic, and to help you place the readings and ‘field trip’ materials into context. There will be a short (untimed) quiz on the lecture material, which you are expected to answer **by 11:59pm on Tuesday**.
- **Tuesday** is a “reading day.” It will typically feature one or two secondary source readings and a collection of primary sources that build upon the material presented on Monday. You are not expected to read all the primary sources, but rather familiarize yourself with the collection’s broader themes while closely engaging and analyzing two to three sources of your choosing. The quiz on Monday’s lecture is **due by 11:59pm**.
- **Wednesday** will feature a short assignment (**due at 11:59pm**) that is tied into that week’s virtual activity, which will usually consist of a ‘field trip’ to an online museum, exhibit, or archive. The assignment will consist of a short set of questions about specific exhibits, and a short written response that will ask you to put the exhibit’s factual content with that week’s lecture and reading materials.
- **Thursday at 11:59pm is the due date** for the weekly primary source discussion post, which should be posted to Canvas. This written assignment will ask you to reflect on a particular primary source by contextualizing it and reflecting on how it relates to broader historical themes. Your response should be 500-750 words in length.
- **By Sunday at 11:59pm**, you will also be required to respond to two other students’ discussion posts. Your response should be 250-300 words, per post.
- In lieu of the weekly primary source discussion post and final exam on the last week of class, there will be a **5 page, double-spaced (1,250-1,500 words) final reflection assignment**, due **03/12 by 11:59pm**.

Important: The schedule as currently laid out exists to help you go through the materials in the most sensible order, and to help you maintain a steady pace over the course of the term. *Due dates are firm*. If you are unable to make any of the weekly deadlines, please let me know as soon as possible. Materials and submission portals will always be available at least a day in advance, and will not close after the deadline, to offer you flexibility with your schedule.

The grade breakdown will be as follows:

- Six Quizzes @ 5 points each = 30 points
- Five Virtual Activity Responses @ 5 points each = 25 points
- Five Primary Source Reflections @ 5 points each = 25 points
- Five Reflection Responses @ 5 points each = 25 points
- Final Reflection @ 15 points = 15 points
- Course Total: 120 possible points

The number of points you can earn translate to the following grades:

- 109-120 points = A
- 105-108 points = AB
- 98-104 points = B
- 93-97 points = BC
- 84-92 points = C
- 66-83 points = CD
- 45-65 points = D
- 0-44 points = F

CLASS SCHEDULE

JAN 30 Week 1: ‘A Scout is...’

- Lecture and Context:
 - Introduction to course
 - The Boy Scouts and Girl Scouts of America
- Readings:
 - Primary: [LOC - Boy Scouts of America \(1910-1922\) Research Guide](#)
 - Mary Aickin Rothschild, “To Scout or to Guide? The Girl Scout-Boy Scout Controversy, 1912-1941,” *Frontiers: A Journal of Women Studies* 6, No. 3 (1981), 115-121.
 - Benjamin René Jordan, “The BSA’s Triumph: Balancing Traditional and Modern Manhood and Authority,” in *Modern Manhood and the Boy Scouts of America: Citizenship, Race, and the Environment, 1910-1930* (University of North Carolina Press, 2016), 17-43.
- Virtual Field Trip:
 - [National Scouting Museum Virtual Tour](#)
 - [OPTIONAL] [World Scouting Museum: The Origins of Scouting in America & L.L. Lee Scouting Museum Virtual Tour](#)

FEB 06 Week 2: ‘Be Prepared.’

- Lecture and Context:
 - The Origins of Scouting
 - Scouting and Imperialism
 - [Optional] [Open Yale Courses - Imperialists and Boy Scouts](#)
- Readings:
 - Select passages from [Scouting for Boys](#) by Robert Baden-Powell
 - Timothy H. Parsons, “Scouting and Schools as Colonial Institutions,” in *Race, Resistance and the Boy Scout Movement in British Colonial Africa* (Athens, OH: Ohio University Press, 2004), 49-70.
- Virtual Field Trip:

- Elmbridge Museum: [Objects of Empire & A Century of Brownie Guides](#)
- [OPTIONAL] [World Association of Girl Guides and Girl Scouts: Virtual Museum](#)

FEB 13 Week 3: ‘War-Weary World (at the Jamboree)’

- Lecture and Context:
 - Scouts and the First World War
 - Scouting and Internationalism
- Readings:
 - Richard A Voeltz, “The Antidote to ‘Khaki Fever’? The Expansion of the British Girl Guides during the First World War,” *Journal of Contemporary History* 27 (1992), 627-638.
 - Shigeo Fujimoto, “Trans–Pacific Boy Scout Movement In The Early Twentieth Century: The Case Of The Boy Scout Movement In Osaka, Japan,” *Australasian Journal of American Studies* 27, no. 2 (2008), 29-43.
- Virtual Field Trip:
 - [British Pathe: Boy Scout archival footage](#)
 - [Heritage Scouts: Scouting on the Home Front: 1914 – 1918](#)
 - [Optional] [The First World War: Places of Transit](#)

FEB 20 Week 4: ‘Blood and Honor.’

- Lecture and Context:
 - Scouts and the Second World War
 - Alternative Scouting Movements
- Readings:
 - Herbert S Lewin, “Hitler Youth and the Boy Scouts of America: A Comparison of Aims,” *Journal of Human Relation* 1, no. 2 (1947), 207-227.
 - Michael H. Kater, “‘Make Way, You Old Ones!’,” in *Hitler Youth* (Harvard University Press, 2006), 1-12.
- Virtual Field Trip:
 - United States Holocaust Memorial Museum: [Hitler Youth article](#) and [Hitler Youth media essay](#)
 - [Facing History: Confessions of a Hitler Youth video](#)
 - [German Propaganda Archive: Hitler Youth Quotation Posters](#)

FEB 27 Week 5: ‘On my honor, I will do my best...’

- Lecture and Context:
 - Scouts and Decolonization
 - Scouts and the Cold War
- Readings:

- Adam Paddock, “A World of Good to Our Boys”: Boy Scouts in Southern Nigeria, 1934–1951,” in *Children and Childhood in Colonial Nigerian Histories*, ed. Saheed Aderinto (Palgrave Macmillan: New York, 2015), 123-146.
- Susan M. Alexander and Kelsey Collins, "From Patriotic Troops to Branded Boyhood: Hegemonic Boyhood Masculinity as Depicted in *Boy's Life* Magazine, 1911-2012." *Boyhood Studies* 8, no. 1 (Spring, 2015): 84-109.
- [Optional] Chatelain, “International Sisterhood: Cold War Girl Scouts Encounter the World,” *Diplomatic History* 38, Issue 2 (2014), 261–270.
- Virtual Field Trip:
 - [UVA Miller Center: McCarthyism and the Red Scare](#)
 - [Boy's Life Archive](#)
 - [Harrison E. Salisbury, “Russian Youth,” *Boy's Life* \(March 1963\), 10-15.](#)
 - [Howard Kaplan, “Escape to Freedom,” *Boy's Life* \(March 1957\), pages 11, 73, and 75.](#)
 - [Tom MacPhareson, “Soon I Can Vote!,” *Boy's Life* \(April 1952\), pages 13, 37, and 38.](#)
 - [Optional] [Europeana: Blue Skies, Red Panic](#)

MARCH 06 Week 6: ‘Do a Good Turn Daily.’

- Lecture and Context:
 - Scouting in the Twenty-First Century
 - Boy and Girl Scouts in the World - A Summary
- Readings:
 - Patricia Espiritu Halagao and Julie Kaomea, “On my honor: creating space for thinking and living Girl Scouts differently in (post)colonial Hawai‘i,” *Gender and Education* 30, no. 7 (2018): 866–881.
 - [Taylor Hosking, “Why Do the Boy Scouts Want to Include Girls?,” *The Atlantic*, Oct. 12, 2017.](#)
 - [Julie Bosman and Niraj Chokshi, “Boy Scouts Will Accept Girls, in Bid to ‘Shape the Next Generation of Leaders’,” *The New York Times*, Oct. 11, 2017.](#)
 - [OPTIONAL] [Michael Barbaro, “Boy Scouts or Girl Scouts?” *The New York Times Daily Podcast*, Aug. 12, 2022.](#) [Please note that this is a podcast, but audio transcript is available as well].
- No virtual field trip or discussion post this week. Instead, use this time to work on your **Final Reflection due 03/12 by 11:59pm.**