

University of Wisconsin–Madison
Department of Educational Policy Studies and Department of History
Spring 2023

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

Education L185
Tuesdays 2:25-5:25

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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 parents and guardians—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 and adolescents best prepared for adulthood?” “Who should make decisions about the care and rearing of children?” Every society has answered these questions and related ones differently. And children and adolescents have often confounded the efforts of adults to answer these questions and to 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. As indicated below, some are also available as e-books online via the UW Library. Paperback copies may also be available in local bookstores and through booksellers via the internet. I have also requested librarians to place a copy of each book on reserve at the College Library, Helen C. White. Articles are accessible electronically through CANVAS.

1. Hugh Cunningham, Children and Childhood in Western Society Since 1500 (3rd ed.)
2. John Boswell, The Kindness of Strangers [e-book]
3. Nicholas Orme, Medieval Children
4. Helen Berry, Orphans of Empire
5. William Blake, Songs of Innocence and Experience (Oxford U. Press preferred)
6. David Kertzer, The Kidnapping of Edgardo Mortara
7. Steven Mintz, Huck's Raft [e-book]
8. David Adams, Education for Extinction, 2nd edition, 2020
9. Linda Gordon, The Great Arizona Orphan Abduction [e-book]
10. Stephen Lasseonde, Learning to Forget [e-book]
11. LaKisha Michelle Simmons, Crescent City Girls [e-book]
12. Paula Fass, The End of American Childhood [e-book]

Course Outline and Assignments:

Week #1 January 24	Introduction to the Course
Week #2 January 31	Cunningham, <u>Children and Childhood</u> , Introduction and Chapter 1; "AHR Exchange: Rethinking the History of Childhood," <i>American Historical Review</i> 125 (October 2020): 1260-1322; and William J. Reese, "A Cultural History of Education," <i>History of Education</i> (November 2022): 1-6. (Reese article and AHR Exchange available on Canvas)
Week #3 February 7	Boswell, <u>The Kindness of Strangers</u> & David Cannadine, "On Reviewing and Being Reviewed," <u>History Today</u> 49 (March 1999): 30-33 (Article available on Canvas)

- Week #4
February 14 Orme, Medieval Children; and Cunningham, Children and Childhood, Chapter 2.
- Week #5
February 21 Berry, Orphans of Empire; and Cunningham, Children and Childhood, chapters 3-6.
- Week #6
February 28 Blake, Songs of Innocence and Experience (Oxford U. Press preferred) & William J. Reese, "The Origins of Progressive Education," *History of Education Quarterly* 41 (Spring 2001): 1-24. (Article available on Canvas)

One-two page prospectus for research paper: hard copy due at class, February 28

- Week #7
March 7 Kertzer, The Kidnapping of Edgardo Mortara
- Week #8
March 14 **SPRING BREAK MARCH 11-19**
- Week #9
March 21 Mintz, Huck's Raft
- Week #10
March 28 Adams, Education for Extinction (2nd edition, 2020)
- Week #11
April 4 Gordon, Great Arizona Orphan Abduction & Cunningham, Children and Childhood, chapter 7 to Conclusion
- Week #12
April 11 Lassonde, Learning to Forget
- Week #13
April 18 Simmons, Crescent City Girls

Week #14 Fass, End of American Childhood; and Cunningham, Children and
April 25 Childhood, Epilogue (in 3rd edition).

Week #15 Research Presentations
May 2

***** Research paper due, Friday, May 5, noon*****

Please provide a **hard copy only** of your paper, in either my EPS or History department (5th floor, Mosse Bldg.) mailbox.

Grading Scale:

A (93–100); AB (88–92); B (83–87); BC (78–82); C (70–77); D (60–69); F, below 60

Student Responsibilities and Course Requirements

The formal course requirements include class attendance, weekly preparation for class discussions, a short presentation of reviews of an assigned book, a short presentation of your research on May 2, and the completion of a paper based on original research. There are no examinations in the course.

If you must miss a class, please contact me if possible beforehand, and complete a 3 page, double spaced, critical assessment of the reading(s) for that class.

The quality of your class participation will account for 40% of your final grade. The research paper will be worth 40% of your final grade. A one-two page typed prospectus for your paper, which will not be graded, is due in class on February 28. 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. Another 10% of your final evaluation will be based on the quality of your presentation of your research to our class at the end of the semester. The remaining 10% will be based on a short presentation of book reviews of one of the assigned books in the course. Detailed guidance on these assignments follow and will also be provided in class.

A hard copy of your paper is due by noon on Friday, May 5 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. Feel free to initiate ideas, too, via e-mail. I'll be happy to help you frame your research question and offer some guidance. Also, see further advice on this assignment later in the syllabus.

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 180 minutes per week), dedicated online time, reading, writing, individual consultations with the instructor, and other student work as described in the syllabus.

Learning Goals

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
- formulate research-based arguments on topics in this field using academic literature, including both primary and secondary sources
- analyze education policy issues from diverse perspectives related to race, class and/or gender, and other forms of social difference
- learn how to write clearly and compellingly for diverse audiences

Accommodations for Students

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 (UW-855) require the

university to provide reasonable accommodations to students with disabilities to access and participate in its academic programs and educational services. Faculty and students share responsibility in the accommodation process. Students are expected to inform faculty of their need for instructional accommodations during the beginning of the semester, or as soon as possible after being approved for accommodations. Faculty will work either directly with the student or in coordination with the McBurney Center to provide reasonable instructional and course-related accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (See: McBurney Disability Resource Center)

Computers and Electronic Devices

Computers may be used in class for viewing e-books or note-taking but not for other purposes, 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.

Diversity and Inclusion

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 Integrity

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary sanctions include, but are not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

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 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. This student is willing to take the lead in discussion, posing thoughtful questions or taking risks by answering difficult questions. This student 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, this student 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, this student 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. This student may attend every class and complete every reading but avoids taking the lead in discussion. This student only responds to questions or adds periodically to others' ideas, and 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 usually comes prepared.

C: This student is intermittently prepared for class, participates well, but has two unexcused absences. This student 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.

Book Review Assignment

For this assignment, read as many book reviews as possible, and then provide our class with (1) a list of the reviews, with full documentation, and a short summary of each review [2 pages double spaced, maximum, for this part of the assignment]; and (2) a hard copy of the most insightful review that you read. Please do not share these reviews before our class meeting or unique perspectives drawn from them until you make a 5-7 minute presentation at the end of class.

You can work with another student and do a joint presentation.

In your presentation, summarize the reviews. How well or poorly was the book received by reviewers? What was the basis of the praise or criticism? On what basis did you select what seems like the most insightful review?

Book reviews may be located in an abundance of publications, popular or professional, on-line or in print. Some can be located through a “google” search. Via Madcat, some useful guides include Book Review Digest Plus, ChoiceReviews.online, H-Net Reviews in the Humanities and Social Sciences, and JSTOR.

For some insights into the nature of book reviews in history, read David Cannadine, “On Reviewing and Being Reviewed,” History Today 49 (March 1999): 30-33. (Canvas, Week 3 reading assignment.) The essay explores the nature of book reviewing that might be helpful as you evaluate reviews and one day write your own reviews for publication.

Guidelines for Research 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 28.

Each prospectus (which will not be graded) should be typed and include your

name, email address, a tentative title, and a bibliography. What is the main question you would like to answer in your paper? What primary and secondary sources will be central to your reading and research?

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 paper, in either my EPS or History department (5th floor, Mosse Bldg.) mailbox. Due on Friday, May 5, noon.

Except for reasons of illness or others recognized by the UW, extensions will not be granted for the prospectus or paper. Please be in touch if you need an extension. Without an extension, 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.

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.