

**ELPS 540**  
**History of Education Seminar: Global Histories of Childhood**  
**Fall 2011**

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Course Description

This course will examine the history of childhood from a global perspective. Over the course of the semester students will deepen their knowledge of historical experiences of children in various settings around the globe. Students will also grapple with the thorny and fascinating issues that emerge within this historical subfield. These range from questions related to the definition of the topic, such as (1) to what extent does one write histories of children or histories of childhood – or are childhood and children distinct, disentangleable topics in the first place; (2) to what extent can we study “children” internationally and cross-culturally given the variety of ways that different cultures identify human life-stages; (3) relatedly, how are infancy and adolescence or youth related to childhood; (4) how has modernity and/or globalization reshaped childhood on national and/or global scale, (5) and, taking gender into consideration, is it even legitimate to write about childhood, should we perhaps instead write about boyhood and girlhood. The history of childhood also raises a host of methodological issues. For example, (6) can we write historically about children without including their “voices” or documents produced by them; (7) given the paucity historical documents in archives produced by people under age 16 what other forms of evidence can historians examine; (8) or, is there actually a surprisingly abundance of information on childhood out there that we only need to be clever enough to see and distill; (9) should we be concerned that it is overwhelmingly adults who write the history of childhood; (10) and, relatedly, why are we writing the histories – of children – in the first place, what does this form of academic knowledge production accomplish. In keeping with the School of Education's conceptual framework of seeking to foster "professionalism in the service of social justice", this course will bring a global comparative perspective to the ways that race, ethnicity and socio-economic status have historically interacted to affect the childhoods that children around the globe have experienced.

Reading List

The following books are available at the Loyola University Bookstore (Water Tower).

Ping-chen Hsiung, *A Tender Voyage: Children and Childhood in Late Imperial China* (Stanford University Press, 2005) ISBN: 0804757542

Phillippe Aries, *Centuries of Childhood: A Social History of Family Life* (Vintage, 1965) ISBN: 0394702867

Tobias Hecht (Ed.) *Minor Omissions: Children in Latin American History and Society* (Univ Wisconsin Press, 2002) ISBN: 0299180344

Howard Chudacoff, *Children at Play: An American History* (NYU Press, 2007) ISBN: 0814716652

Stephen Lassonde, *Learning to Forget: Schooling and Family Life in New Haven's Working Class, 1870-1940* (Yale Univ Press, 2005) ISBN: 0300134339

André Turmel, *A Historical Sociology of Childhood: Developmental Thinking, Categorization and Graphic Visualization* (Cambridge Univ Press, 2008) ISBN: 0521705630

David F. Lancy, *The Anthropology of Childhood: Cherubs, Chattel, Changelings* (Cambridge Univ Press, 2008) ISBN: 0521716039

Several additional required readings will be posted on Blackboard as PDF files. There are also several readings available through the Loyola library website.

### Course Requirements

Attendance is required; if you have to miss a class, you are required to write a reaction paper discussing one of the readings for that week – also please email me in advance, whenever possible, if you will be missing a class. The make-up assignment will afford you the chance to have some interaction with the professor regarding the topics and discussions covered in class. These 750-1000 word papers should be submitted to the professor in person, as printed-out papers, within two weeks of the missed class. Please do NOT submit make-up papers via email or through Blackboard. Failure to write make-up reaction papers for any class absences will result in your grade being lowered one letter grade. Missing three (3) or more classes over the course of the semester will significantly hinder your learning and – unless arrangements are made with the professor – will result in your grade being lowered.

You must have working access to your Loyola email account in order to use Blackboard (<http://blackboard.luc.edu>) and access the library remotely (<http://libraries.luc.edu>). Either use your luc.edu address or set it to forward to another email account that you check regularly since the luc.edu email is the one I will use to communicate with you. This course also requires use of the LUC libraries' on-line resources as part of integrating technology into teaching and learning.

Electronic devices (laptops, iPads, etc.) may only be used in class if they do not disrupt the learning environment and only if you are using it for taking notes, referencing course materials, searching online for material related to course discussions, or, to a limited extent, browsing online to follow a train of thought stimulated by course material or discussion. Using electronic resources to engage in activities such as texting, emailing, using internet sites like Facebook or Twitter, playing games, or browsing the web for content not related to the course is not permitted and will result in your being barred from using your device in class in the future.

This course is a graduate seminar and as such students are expected to come to class having carefully read the required books and articles and prepared to discuss them. Some form of notetaking as you read is recommended so that you can easily raise questions about the text, objections and the like during our class discussions. You should read intelligently and critically: hold authors to the claims that they make about what they intend to accomplish; hold them accountable for faulty logic and unexamined assumptions; consider alternate explanations and views to the ones presented. Since class discussions will frequently refer to the text of these books and articles, you are required to bring copies of the readings to class. You will be graded on your participation in class discussions.

You are required to make one primary source analysis presentation during the semester. Additional information about this assignment will be provided in class.

The major assignment in the course is an original research paper on a topic relating to the history of childhood (considered globally). It can address any time period and any national / subnational / regional context. Your paper should be a historical study that relies in some measure on the analysis of primary source material. In class we will discuss kinds of primary source material that you can draw on (inclusive of and in addition to archival sources). Your paper should also be grounded in the secondary scholarly literature on the topic you choose to explore. Reference to secondary literature allows you to establish to your readers (a) that you are well read in the area, and (b) that your findings and interpretations are unique and a contribution to the field. Over the course of the semester we will devote extensive attention to the development of a research project of this nature. You are required to submit a 1-2 paragraph description of your research project to the professor by Friday, September 23rd. Then, you are to schedule a 30 minute advising session with the professor at some point in the subsequent two weeks. A 300 word abstract of the paper, written in the style of a conference proposal submission, is to be submitted to the professor by Friday, October 28th. Across the semester students will be asked to make regular informal reports on their progress during class sessions. The final paper is due December 12th by midnight. I will provide advance feedback on a complete draft of your paper if you submit it to me by November 28th.

### Evaluation and Grading

A grade for class participation will make up 30% of your final course grade. This grade will be reflective of your engagement in class discussions and the insights and questions on assigned readings that you contribute towards your own and the entire class' enlightenment. Please note that coming to class with questions about texts (questions about the arguments presented or questions and ideas about the implications they have for studying globalization and education) can be a very productive form of participation. A rubric that will be used to assess participation is posted on Blackboard. The primary source analysis presentation will compose 10% of your grade. Your final research paper will compose the remaining 60% of your course grade.

### Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. More information is available at: <http://www.luc.edu/sswd/register.shtml>

### Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias. In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

### Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. A student's failure to practice academic honesty, depending upon the seriousness of the misconduct, will result in a sanction ranging from the grade of F for the assignment to expulsion from the university. For specific policies and procedures see: [http://www.luc.edu/education/academics\\_policies\\_integrity.shtml](http://www.luc.edu/education/academics_policies_integrity.shtml) (M.Ed and Ed.D students) or [http://www.luc.edu/gradschool/academics\\_policies.shtml](http://www.luc.edu/gradschool/academics_policies.shtml) (M.A. and PhD. students). To plagiarize is to present someone else's writing or ideas as your own and will not be tolerated. There are several good "How not to plagiarize" guides available on the web, such as <http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>. In class we will discuss how to cite and include the work of others in your own writing. Please also note that submitting the same paper or pieces of the same papers to meet the course requirements for two or more LUC courses is also academic dishonesty and will not be tolerated.

### Course Schedule and Readings

Monday, August 29	Film to be shown in class: <u>Babies</u> (2010)
<i>Monday, September 5</i>	<i>Labor Day – No Class</i>
Monday, September 12	Hsiung, <u>A Tender Voyage</u>
Monday, September 19	Aries, <u>Centuries of Childhood</u>

Monday, September 26	Hecht, <u>Minor Omissions</u> , pp. 1-138
Monday, October 4	Chudacoff, <u>Children at Play</u>
<i>Monday, October 10</i>	<i>No Class – LUC Fall Break</i>
Monday, October 17	Lassonde, <u>Learning to Forget</u>
Monday, October 24	Turmel, <u>A Historical Sociology of Childhood</u> , pp. 1-154
Monday, October 31	Turmel, <u>A Historical Sociology of Childhood</u> , pp. 154-313
Monday, November 7	Lancy, <u>The Anthropology of Childhood</u> , pp. 1-190
Monday, November 14	Lancy, <u>The Anthropology of Childhood</u> , pp. 191-376
Monday, November 21	Hecht, <u>Minor Omissions</u> , pp. 139-270 Additional reading TBD
Monday, November 28	Film to be shown in class: <u>Preschool in Three Cultures Revisited</u> (2009)
Monday, December 5	Reading TBD