



HIST 190-01

## Topics in U.S. History: Childhood & Youth

(USID and WC approved)

Dr. Amy Sullivan

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M/W/F 1:10-2:10 p.m. THEATR 205; Office Hours: M/W 2:30-3:30 p.m. & by appointment

This course examines the history of childhood and youth, primarily in the United States, but will integrate global childhoods as well. The historical voices and perspectives of childhood that we study will pay close attention to the significance of race, ethnicity, class, gender, sexuality, time periods, and social settings. Some questions we will consider relevant to the study of history: Do children have agency? What is the role of children as subjects in history? How has childhood been socially and historically constructed? Why are children such galvanizing social and political symbols?

From the Revolutionary era & slavery to immigration, education, and society up to the current day, this course will examine how the social construction of gender, race & class formed concepts of childhood culturally, socially and politically. How is identity shaped in childhood and what impact does this have on adult society at certain historical moments?

### Required Texts

Mintz, Steven. *Huck's Raft: A History of American Childhood*. Cambridge, Mass.: Harvard University Press (2004).

Solomon, Andrew. *Far from the Tree: Parents, Children and the Search for Identity*. New York: Scribner (2012).

### Other Required Readings

Besides these two textbooks, other required readings may be accessed on the Moodle page for this class. It is your responsibility to look on Moodle and read before the class meeting.

### Housekeeping: Class Format and Expectations

Students are expected to attend class, to do the assigned reading *before* the class meetings, and to maintain a courteous and respectful environment—among these: arrive on time, silence your cell phone, and no texting during class.

Absences due to illness, emergencies, and sports are acceptable with documentation. You may miss up to 2 classes during the semester, but never on days when something is due in class, unless you have a documentable reason. After that, your final grade is subject to being docked 5-10 points per additional absence. Late assignments will be docked and so will your participation points as a result, so please respect due dates.

When you come to class, be ready listen actively and to engage the texts thoroughly and critically. “Critically” means being able to point out and discuss strengths and weaknesses in texts and class conversations; thinking about what arguments an author makes and what evidence the author uses to support that claim; and being able to compare and contrast readings. Comments about whether or not you liked something are not “critical” unless you are also able to explain why.

### WC Writing Designation

This course is approved as a Writing Craft course.

To be approved as fulfilling WC, a course must include:

1. Assignments together comprising approximately 20 pages (double-spaced).
2. At least one writing assignment that undergoes revision based on faculty feedback. At a minimum this feedback should include comments that address questions of organization, expectations of rhetorical genre, consideration of audience, structure, clarity and style, as well as mechanics, such as grammar and usage.
3. Evaluation of writing assignments that specifically addresses the quality of their writing.
4. Provision of instructional time that focuses specifically on the craft of writing, and that is provided within a syllabus or curricular plan for the course that makes explicit the course’s intention to produce improvement in the craft of writing.

### College Writing

Macalester has a writing center that you are encouraged to make use of as often as you like, and I strongly encourage it for this course. MAX puts out a helpful First-Year Writing Handbook <https://goo.gl/hL81Gi> For more information, see the MAX Center website: <http://www.macalester.edu/max/writing/>

### Academic Honesty

It is expected that all students understand the definition of plagiarism. If you are unsure about how or when to cite a source ask me or a MAX Center writing tutor. Kindly be warned, I have a *very* low tolerance for plagiarism of any kind. Please refer to the Macalester Academic Integrity page for more information: <http://www.macalester.edu/academicprograms/academicpolicies/academicintegrity/>

### Reading for this course

Keeping up with readings is essential to your grade and the success of our time together in class; if the quality of class discussions reveals that students are not reading, I will consider implementing quizzes and will change the grading/assignments scheme as necessary. Here are a few links about reading for college history courses:

<http://histsociety.blogspot.com/2009/05/richardsons-rules-of-order-part-iv-how.html>

<http://wcm1.web.rice.edu/howtoread.html>

### Layout Guidelines for Papers

Papers must be double-spaced in font size 12 in Times New Roman, Cambria or *Arial only*. The first page needs to have your name on the top right corner and subsequent pages must have your last name and page # on the top right corner as well. Keep your margins at the standard default setting, one inch all around. NO cover sheets, please. All sources used and cited should be in Chicago Style. One possible resource to use: [www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)

### Assignments

1. Reading Responses (2-3 pages) – 4 @ 25 points each = 100 points. The purpose of these short papers is to synthesize and reflect on the content and themes of our readings. I may provide a prompt or a topic to address or may leave it open-ended.

2. Childhood Memoir/History Project – 250 points. More details to come.

Part 1, your childhood – memoir writing (50) [Due 09/13]

Part 2, grand-/parent’s childhood – interview highlights & notes (50) [Due Oct 26]

Part 3, cultural/economic/political history narrative (50) [Due Nov 13]  
Part 4, final paper (12-15 pages) – synthesis of all three parts (100) [Due Dec 11]

3. Midterm – October 19 - 100 points. This exam will comprise of short answer and essay questions.

4. Class Discussion/Presentation/Attendance/In-class writing– 50 points. You are starting this course with all 50 points in this category. When we do in-class writing, quizzes, and have discussions, your lack of preparedness will decrease your points, as will excessive absences beyond the two allowed.

Grading Scale for the Course:

Points earned:	Grade:
500 – 450	A
449 – 400	B
399 - 350	C
349 – 300	D
299 or below	F

**Course Schedule – A Working Document** (Subject to change as needed; please keep up with additional readings that will be added on Moodle as the semester progresses)

Week 1.

Sept 2: Introductions; writing for this course

Sept 4: Mintz, Prologue, p. 1-5; Phillip Aries and Howard Chudacoff readings (Moodle)

Week 2.

Sept 7: Labor Day – No Classes

Sept 9: Mintz, 1: “Children of the Covenant” & 2: “Red, White and Black in Colonial America”

Sept 11: Mintz, 3: “Sons and Daughters of Liberty”

Week 3. [Childhood Project Part 1 due in Dropbox, Sunday, Sept 13, no later than 4 p.m.]

Sept 14: Mintz, 4: “Inventing the Middle Class Child”

Sept 16: Mintz, 5: “Growing Up in Bondage”

Sept 18: Mintz, 6: “Childhood Battles of the Civil War”

Week 4.

Sept 21: Mintz, 7: “Laboring Children”

Sept 23: Mintz, 8: “Save the Child”; Bushnell #56 (Moodle)

Sept 25: Brenda Child, *Boarding School Seasons* and *Away From Home* chapters (Moodle)

**[Reading Response #1 due in class]**

Week 5.

Sept 28: Linda Gordon, *Great Arizona Orphan Abduction* chapters (Moodle)

Sept 30: Mintz, 9: “Children Under the Magnifying Glass” Meckel “Going to School, Getting Sick” (Moodle)

Oct 1: Mintz, 10: “New to the Promised Land” and “Where Are the Children?”

Week 6.

Oct 5: Mintz, 11: “Revolt of Modern Youth”

Oct 7: Mintz, 12: “Coming of Age in the Great Depression”

Oct 9: Mintz, 14: “In Pursuit of the Perfect Childhood”

Preparing for your interviews – questions, format, issues

Week 7.

Oct 12: *Brown v. Board* – Reading TBA; *A Class Divided* documentary;  
Oct 14: Integration & Education today – Readings TBA; podcast of *This American Life* episode  
Oct 16: Mintz, 15: “Youthquake”

Week 8.

Oct 19: **Mid-term Exam**  
Oct 21: Research and Writing Day – No Class  
Oct 23: Fall Break - No Class

Week 9. [Childhood Project Part 2 due in class on Oct 26]

Oct 26: Working with Documents; Research for Part 3 - Class meets in library, lower level  
Oct 28: Mintz, 16: “Parental Panics and the Reshaping of Childhood” and Moodle readings  
Oct 30: Mintz, 17: “The Unfinished Century of the Child” **[Reading Response #2 due]**

Week 10.

Nov 2: Solomon, *Far From the Tree*, Chapter I, “Son”  
Nov 4: Solomon, II, Deaf  
Nov 6: Solomon, III, “Dwarfs”

Week 11.

Nov 9: Solomon, IV, “Down Syndrome”  
Nov 11: Solomon, XI, “Transgender”  
Nov 13: Documentary TBD **[Childhood Project, Part 3 due in class]**

Week 12. [Group presentations of chapters]

Nov 16: Solomon, either V or VI, “Autism” or “Schizophrenia”  
Nov 18: Solomon, either VII or VIII, “Disability” or “Prodigies”  
Nov 20: Solomon, either IX or X, “Rape” or “Crime”

Week 13.

Nov 23: Solomon, XII, “Father” **[Reading Response #3 due in class]**  
Nov 25-27: Thanksgiving Break - No Class

Week 14.

Nov 30: Woodhouse, *Hidden In Plain Sight: The Tragedy of Children’s Rights* [Moodle]  
Dec 2: Sex Education – Readings TBA  
Dec 4: Sexuality & Identity - Readings TBA **[Reading Response #4 due in class]**

Week 15.

Dec 7: Global Childhoods – Readings TBA  
Dec 9: Global Childhoods (continued)  
Dec 11: **Final Childhood Project, Part 4 Synthesis due in class**