

Departments of Educational Policy Studies and History  
Fall 2013

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

Education 145  
Mondays 2:25-5:25

William J. Reese  
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Mondays, 11-12:30 and Wednesdays 11-12 & by Appointment  
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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, starting with the medieval period and ending in the recent past.

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 for you 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 Helen C. White Library should have a copy of each book on reserve; some may also be available in the UW library system. Articles are accessible electronically through MADCAT.

### 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 Boyd, ed., Emile of Jean Jacques Rousseau
6. William Blake, Songs of Innocence and Experience
7. David Kertzer, The Kidnapping of Edgardo Mortara
8. Steven Mintz, Huck's Raft
9. Wilma King, Stolen Childhood: Slave Youth... (2<sup>nd</sup> edition)
10. Elliott West, Growing Up With the Country
11. David Nasaw, Children of the City
12. Beth Bailey, From Front Porch to Back Seat

### Course Outline and Assignments:

Week #1                      Introduction to the Course  
September 9

Week #2                      Ariès, Centuries of Childhood  
September 16

Week #3                      Boswell, The Kindness of Strangers  
September 23                      & Hugh Cunningham, "Histories of Childhood," *American Historical Review* 103 (October 1998): 1195-1208. (JSTOR)

Week #4                      Orme, Medieval Children

September 30

Week #5                      Research  
October 7

Week #6                      Ozment, When Fathers Ruled  
October 14                      & Gerald Strauss, "The Social Function of Schools in  
Reformation                      Germany," *History of Education Quarterly* 28 (Summer 1988):  
191-206. (JSTOR)

**\*\*\*One-two page prospectus due, for research paper\*\*\***

Week #7                      Rousseau, Emile  
October 21                      & William J. Reese, "The Origins of Progressive Education,"  
*History of Education Quarterly* 41 (Spring 2001): 1-24.  
(JSTOR)

Week #8                      Blake, Songs of Innocence and Experience  
October 28

Week #9                      Kertzer, The Kidnapping of Edgardo Mortara  
November 4

Week #10                      Mintz, Huck's Raft  
November 11

Week #11                      King, Stolen Childhood: Slave Youth in  
November 18                      Nineteenth Century America (2<sup>nd</sup> edition)

Week #12                      West, Growing Up With the Country  
November 25

Week #13                      Nasaw, Children of the City  
December 2

Week #14                      Bailey, From Front Porch to Back Seat  
December 9

**\*\*\* Research paper due, EPS mailbox, Noon, Friday, December 13\*\*\***

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### 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 readings for that class.

The quality of your class participation will account for 60% of your final grade. As part of this grade, each student will be responsible for reading as many book reviews as possible for one of the books discussed during the semester. Your task will be (a) to provide a list of each review, with full citation, (b) to provide a short summary of each review with brief quotations where appropriate, and (c) to identify the review that in your opinion was the most insightful. Try to locate as many reviews as possible, but the entire written assignment should not exceed two typed pages. Please provide each member of the class with a copy of your review summaries as well as a copy of the exemplary review. I'll provide more information on this assignment in class.

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 October 14. 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 Rousseau's main educational ideas, for example, *Emile* would be an example of a primary or original source, while books and articles written by scholars about *Emile* would be examples of secondary sources.

The paper is due by noon on Friday, December 13 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.

Each paper will be evaluated on its scholarly strengths: the clarity of the thesis, depth of analysis, use of sources, and persuasiveness. There are many different style guides; historians tend to use the University of Chicago's A Manual of Style.

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