

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK**



COURSE OUTLINE

HIST 375—History of Childhood and Youth in the United States

Prepared By: Emily Hamilton-Honey, PhD

**SCHOOL OF BUSINESS AND LIBERAL ARTS
DEPARTMENT OF SOCIAL SCIENCES**

May 2015

- A. **TITLE:** History of Childhood and Youth in the United States
- B. **COURSE NUMBER:** HIST 375
- C. **CREDIT HOURS:** 3
- D. **WRITING INTENSIVE COURSE:** No
- E. **COURSE LENGTH:** 15 weeks
- F. **SEMESTER(S) OFFERED:** Spring
- G. **HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL, ACTIVITY:** 3 lecture hours per week
- H. **CATALOG DESCRIPTION:** This course explores the social, economic, and political themes in the history of American childhood and youth from colonialism through the twentieth century. The diversity of children is emphasized and issues of social and economic class, race/ethnicity, national origin, gender and sexuality, activism, and work are explored. Citizenship and the status of children in relationship to government are discussed and analyzed.
- I. **PRE-REQUISITES/CO-REQUISITES:**
 - a. Pre-requisite(s): 30 credit hours, ENGL 101 or ENGL 102, HIST 103 or HIST 105, or permission of the instructor.
 - b. Co-requisite(s): none
- J. **GOALS (STUDENT LEARNING OUTCOMES):**

By the end of this course, the student will be able to:

<i>Course Objective</i>	<i>Institutional SLO</i>
a. <i>Evaluate</i> primary and secondary sources	2. Crit. Thinking
b. <i>Use</i> childhood and age as a system of analysis and consider ways childhood and youth history contributes to and alters our understanding of U. S. history	1. Communication 2. Crit. Thinking 3. Prof. Competence
c. <i>Identify</i> and discuss factors that contribute to the social construction of childhood by place and that change over time.	1. Communication 2. Prof. Competence
d. <i>Examine</i> and <i>analyze</i> diversity of children and youth and identify common experiences.	2. Crit. Thinking 3. Prof. Competence
e. Use primary sources to <i>identify</i> and discuss the significance of the goals, strategies, and results of social movements around children and youth.	2. Crit. Thinking 3. Prof. Competence

- K. **TEXTS:**

(Representative texts; texts to be determined by instructor)

- Coontz, Stephanie. *The Way We Never Were: American Families and the Nostalgia Trap*. New York: Basic Books, 1993.
- Coontz, Stephanie. *The Way We Really Are: Coming to Terms with America's Changing Families*. New York: Basic Books, 1998.
- Fass, Paula S. and Mary Ann Mason, eds. *Childhood in America*. New York: New York UP, 2000.
- Mintz, Steven. *Huck's Raft: A History of American Childhood*. Cambridge, MA: Belknap Press-Harvard UP, 2006.
- Sanchez-Eppler, Karen. *Dependent States: The Child's Part in Nineteenth-Century American Culture*. Chicago: U of Chicago P, 2005.
- Zelizer, Viviana. *Pricing the Priceless Child: The Changing Social Value of Children*. Princeton, NJ: Princeton UP, 1994.

L. REFERENCES:

(Representative references)

- Bailey, Beth L. *From Front Porch to Back Seat: Courtship in Twentieth-Century America*. Baltimore, MD: Johns Hopkins UP, 1989.
- Bernstein, Robin. *Racial Innocence: Performing American Childhood From Slavery to Civil Rights*. New York: New York UP, 2011.
- Chinn, Sarah. *Inventing Modern Adolescence: The Children of Immigrants in Turn-of-the-Century America*. New Brunswick, NJ: Rutgers UP, 2008.
- Chudacoff, Howard P. *Children At Play: An American History*. New York: New York UP, 2008.
- Cook, Daniel Thomas. *The Commodification of Childhood: The Children's Clothing Industry and the Rise of the Child Consumer*. Durham, NC: Duke UP, 2004.
- Dennis, Jeffery P. *We Boys Together: Teenagers in Love Before Girl-Craziness*. Nashville, TN: Vanderbilt UP, 2007.
- Fass, Paula S. *The Damned and the Beautiful: American Youth in the 1920s*. New York: Oxford UP, 1979.
- Gutman, Marta. *Designing Modern Childhoods: History, Space, and the Material Culture of Children*. New Brunswick, NJ: Rutgers UP, 2008.
- Hindman, Hugh D. *Child Labor: An American History*. Armonk, NY: M. E. Sharpe, 2002.
- Hine, Thomas. *The Rise and Fall of the American Teenager*. New York: Harper Perennial, 2000.
- Hunter, Jane H. *How Young Ladies Became Girls: The Victorian Origins of American Girlhood*. New Haven, CT: Yale UP, 2003.
- Jacobson, Lisa. *Raising Consumers: Children and the American Mass Market in the Early Twentieth Century*. New York: Columbia UP, 2005.
- Kett, Joseph. *Rites of Passage: Adolescence in American 1790 to Present*. New York: Basic Books, 1978.

- Kidd, Kenneth B. *Making American Boys: Boyology and the Feral Tale*. Minneapolis, MN: U of Minnesota P, 2005.
- Levander, Caroline F. *Cradle of Liberty: Race, the Child, and National Belonging from Thomas Jefferson to W. E. B. DuBois*. Durham, NC: Duke UP, 2006.
- Levander, Caroline F. and Carol J. Singley, eds. *The American Child: A Cultural Studies Reader*. New Brunswick, NJ: Rutgers UP, 2003.
- Lindenmeyer, Kriste. *The Greatest Generation Grows Up: American Childhood in the 1930s*. Lanham, MD: Ivan R. Dee, 2007.
- Lindenmeyer, Kriste. *A Right to Childhood: The U. S. Children's Bureau and Child Welfare, 1912-46*. Champagne-Urbana, IL: U of Illinois P, 1997.
- Marcus, Leonard S. *Minders of Make-Believe: Idealists, Entrepreneurs, and the Shaping of American Children's Literature*. New York: Houghton Mifflin Harcourt, 2008.
- Milner, Murray. *Freaks, Geeks, and Cool Kids: American Teenagers, Schools, and the Culture of Consumption*. New York: Routledge, 2004.
- Mitchell, Mary Nial. *Raising Freedom's Child: Black Children and Visions of the Future After Slavery*. New York: New York UP, 2010.
- Modell, John. *Into One's Own: From Youth to Adulthood in the United States, 1920-1975*. Berkeley, CA: U of California P, 1991.
- Nasaw, David. *Children of the City: At Work and At Play*. New York: Oxford UP, 1986.
- Palladino, Grace. *Teenagers: An American History*. New York: Basic Books, 1997.

M. EQUIPMENT: technology enhanced classroom

N. GRADING METHOD: A-F

O. MEASUREMENT CRITERIA/METHODS

(To be determined by instructor)

- Exams
- Quizzes
- Papers
- Participation

P. DETAILED COURSE OUTLINE: (must use the outline format listed below)

I. Introduction to Childhood and Youth History

- A. Stages of Childhood History
- B. Childhood/Youth/Age as a Category of Analysis

II. Early America, 1600-1820

- A. Attitudes about Child Rearing in the Colonies
- B. Apprenticeship, Indentured Servitude, Trade Guilds
- C. Childhood and Race in the Colonies
- D. Children and Teens in the Revolution

III. Industrial America, 1820-1880

- A. Child Labor in the Factories, Mills, and Garment Industry
- B. Child Slaves
- C. Children and Teens in the Civil War
- D. The Rise of Orphanages, Delinquent Homes, and other institutions

IV. American Social Reform, 1880-1945

- A. Child Labor Laws and Protections
- B. Girl Scouts and Boy Scouts
- C. Mandatory Schooling
- D. Theories of Child Development – Hall, Holt, etc.
- E. Immigrant Children
- F. Children and Teens in World War II

V. Adolescence and Sexuality

- A. Adolescence as a Separate Stage of Development
- B. Teen Culture and Consumption
- C. Courtship, Petting, Treating, Going Steady
- D. Birth Control and Abortion
- E. Juvenile Delinquency

VI. Postwar Idealism and Civil Rights

- A. Rock and Roll
- B. Desegregation of Schools
- C. Campus culture and Protests
- D. 1965 Elementary and Secondary Education Act
- E. Title IX

VII. Conclusion

Q. LABORATORY OUTLINE: None