COURSE OUTLINE

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

Prepared By: Emily Hamilton-Honey, PhD
A. **TITLE:** History of Childhood and Youth in the United States

B. **COURSE NUMBER:** ENGL 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:

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<tr>
<th>Course Objective</th>
<th>Institutional SLO</th>
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<tbody>
<tr>
<td>a. Evaluate primary and secondary sources</td>
<td>2. Crit. Thinking</td>
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<td>b. Use 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</td>
<td>1. Communication 2. Crit. Thinking 3. Prof. Competence</td>
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<td>c. Identify and discuss factors that contribute to the social construction of childhood by place and that change over time.</td>
<td>1. Communication 2. Prof. Competence</td>
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<td>d. Examine and analyze diversity of children and youth and identify common experiences.</td>
<td>2. Crit. Thinking 3. Prof. Competence</td>
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<td>e. Use primary sources to identify and discuss the significance of the goals, strategies, and results of social movements around children and youth.</td>
<td>2. Crit. Thinking 3. Prof. Competence</td>
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K. **TEXTS:**
(Representative texts; texts to be determined by instructor)


L. REFERENCES:

(Representative references)


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