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

Created by Emily Hamilton-Honey, Ph. D.
Updated by Emily Hamilton-Honey, Ph. D.
A. **TITLE:** History of Childhood and Youth in the United States

B. **COURSE NUMBER:** HIST 375

C. **CREDIT HOURS:** 3 lecture hours per week for 15 weeks

D. **WRITING INTENSIVE COURSE:** No

E. **GER CATEGORY:** None

F. **SEMESTER(S) OFFERED:** Fall or Spring

G. **COURSE DESCRIPTION:**
   In this course students will explore 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.

H. **PRE-REQUISITES/CO-REQUISITES:**
   a. Pre-requisite(s): ENGL 101, HIST 103 or HIST 105, or permission of the instructor.
   b. Co-requisite(s): None

I. **STUDENT LEARNING OUTCOMES:**
   By the end of this course, the student will be able to:

<table>
<thead>
<tr>
<th>Course Student Learning Outcome [SLO]</th>
<th>ISLO &amp; Sub-sets</th>
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<tbody>
<tr>
<td>a. Understand and use childhood and age as a system of analysis and consider ways childhood and youth</td>
<td>1-Communication (O)</td>
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<td>history contributes to and alters our understanding of U. S. history</td>
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<td>b. Identify and discuss factors that contribute to the social construction of childhood by place and</td>
<td>2-Critical Thinking (CA)</td>
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<td>that change over time.</td>
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<td>c. Examine diversity of children and youth and identify common experiences.</td>
<td>1-Communication (W)</td>
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<td>d. Examine and analyze the significance of the goals, strategies, and results of social movements</td>
<td>2-Critical Thinking (CA)</td>
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<td>around children and youth.</td>
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**KEY**

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<thead>
<tr>
<th>ISLO #</th>
<th>Institutional Student Learning Outcomes [ISLO 1 – 5]</th>
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<tbody>
<tr>
<td>ISLO &amp; Sub-sets</td>
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<tr>
<td>1</td>
<td>Communication Skills</td>
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<tr>
<td>Oral [O], Written [W]</td>
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<tr>
<td>2</td>
<td>Critical Thinking</td>
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<tr>
<td>Critical Analysis [CA], Inquiry &amp; Analysis [IA], Problem Solving [PS]</td>
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<td>3</td>
<td>Foundational Skills</td>
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<tr>
<td>Information Management [IM], Quantitative Lit./Reasoning [QTR]</td>
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<td>4</td>
<td>Social Responsibility</td>
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<tr>
<td>Ethical Reasoning [ER], Global Learning [GL], Intercultural Knowledge [IK], Teamwork [T]</td>
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<tr>
<td>5</td>
<td>Industry, Professional, Discipline Specific Knowledge and Skills</td>
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J. **APPLIED LEARNING COMPONENT:** No

K. **TEXTS:** To be determined by instructor  
Representative texts:


L. **REFERENCES:**  
Representative references:


M. **EQUIPMENT:** Technology-enhanced classroom

N. **GRADING METHOD:** A - F

O. **SUGGESTED MEASUREMENT CRITERIA/METHODS:**

- Exams
- Quizzes
- Papers
- Participation
P. DETAILED COURSE OUTLINE:

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