Educational Foundations 341 (A) Concepts of Childhood in the History of Education

Instructor: Robert Christopher Nellis, Ph.D.  
Office: 2607 F  
Office hours: Flexible, by appointment  
Email: robert.nellis@rdc.ab.ca

Section (A) – Winter 2014  
MW 10:30-11:50 AM  
January 6 – April 9, 2014  
Room: 2304

Course Description
A study of those views of childhood which have exerted a significant influence on educational theory and practice from antiquity to today.

Credit hours: 45  
Prerequisites: None

Course Outcomes
Upon completion of this course, students will be able to:

1. discuss historiography, or the discipline of doing history, as foundational knowledge to support the Alberta Social Studies curriculum
2. explain child labor as an historical and global phenomenon that impacts the context of teaching and learning
3. assess children's' rights and their implications for meeting the diverse needs of students
4. appraise play and toys as phenomena with implications for teaching practice
5. identify role of children's' worlds and life spaces as phenomena with implications for teaching practice
6. compare and contrast approaches to gender and developmental processes
7. develop and demonstrate interpersonal skills through small group reflection, idea generation, and problem-solving
8. develop, reflect upon, and share personalized responses and extensions of their learning using Web 2.0 technology
9. relate their learning to their future classroom and professional encounters
10. apply oral and written language to explore, discover, and articulate their learning
11. compare and contrast emerging professional expectations, preferences, and identity as outlined by the TQS Ministerial Order
12. recognize the diversities of relationships and families that apply to the Alberta Health/Career & Life Management Program of Studies
Resources


“Children and Advertising”
William M. O’Barr
To access this article Online, please…
1. Go to RDC Library Website
2. Select Library Databases
3. Scroll down to Project Muse, then click
4. Enter your barcode and PIN
5. Search for “Children and Advertising”
6. Scroll down to correct item

Selected articles from *The journal of the history of childhood and youth*. Full text electronic access to this journal is available through the RDC Library Website. To access the journal and its articles, please…
1. Go to RDC Library Website
2. Select Library Databases
3. To the right, under “Find It,” select “Find Journal Title”
4. Search for *The journal of the history of childhood and youth*
5. Click it
6. When the page changes, click on Project Muse Premium Collection
7. *Voila!* You are in the journal
8. You can bookmark it for future use (with your barcode and PIN number)

“Challenges in the History of Childhood”
Stearns, Peter N.
Volume 1, Number 1, Winter 2008

“Child Labor and Education for All: An Issue Paper”
Lorenzo Guarcello
Scott Lyon
Furio Camillo Rosati
pp. 254-266
Volume 1, Number 2, Spring 2008

“A Cultural Bridge, Not an Imposition: Legitimizing Children’s Rights in the Eyes of Local Communities”
Afua Twum-Danso
pp. 391-413
Volume 1, Number 3, Fall 2008

“Playing with Dolls”
Margaret Jacobs
pp. 321-328
Volume 1, Number 3, Fall 2008

“*Little Lord Fauntleroy* and the Evolution of American Boyhood”
Katherine L. Carlson
pp. 39-64
Volume 3, Number 1, Winter 2010
“Defining Happy Childhoods: Assessing a Recent Change”
Peter N. Stearns
pp. 165-186
Volume 3, Number 2, Spring 2010

“Childhood and Memory”
Paula S. Fass
pp. 155-164
Volume 3, Number 2, Spring 2010

“The Paradox of American Adolescence”
Michael Zuckerman
pp. 11-25
Volume 4, Number 1, Winter 2011

“‘My Room! Private! Keep Out! This Means You!’: A Brief Overview of the Emergence of the Autonomous Teen Bedroom in Post-World War II America”
Jason Reid
pp. 419-443
Volume 5, Number 3, Fall 2012

“Children, Ideology, and Iconography: How Babies Rule the World”
Karen Dubinsky
pp. 5-13
Volume 5, Number 1, Winter 2012

“Children and the Culture of Climate Change”
Sheridan Bartlett
pp. 497-505
Volume 4, Number 3, Fall 2011

Optional Supplemental Readings
These are some readings from the journal that you may find interesting. Please feel invited to look at them for your interest or for your Blog, but they are not required, and there will be no questions on the exams from them unless we talk about them in class, in which case the questions would be about what we covered in class not the readings themselves.

“The Priceless Child Turns Twenty-seven”
Viviana A. Zelizer
pp. 449-456
Volume 5, Number 3, Fall 2012

“Early to Wed: Teenage Marriage in Postwar America”
Julie Solow Stein
pp. 359-382
Volume 6, Number 2, Spring 2013
**Learning Activities**
1. Students read assigned texts
2. Students view in-class media presentations
3. Students attend to lecture and create notes
4. Students reflect upon, personalize, and extend coursework through a Blog assignment
5. Students undertake collaborative in-class research
6. Students lead and conduct informal small group presentations
7. Students join in collaborative small group work (including idea-response, comparison-contrast, problem-solving, evaluation, and creation)
8. Students participate in whole group discussions
9. Student compose in-class writing

**Course Topics/Concepts**
1. Challenges in the history of childhood
2. Child labor and the Education for all movement
3. Children’s rights
4. The curriculum of play and toys
5. Evolution of American boyhood
6. Happy childhoods
7. Childhood and memory

**Reading and Information Schedule**

<table>
<thead>
<tr>
<th>Week of…</th>
<th>Reading/Preparation</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 6-10</td>
<td>BBC Radio audio file “Childhood”</td>
<td></td>
</tr>
<tr>
<td>January 13-17</td>
<td>“Challenges in the History of Childhood”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Heywood: Introduction</td>
<td></td>
</tr>
<tr>
<td>January 20-24</td>
<td>Heywood: Chapter 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Heywood: Chapter 2</td>
<td></td>
</tr>
<tr>
<td>January 27-31</td>
<td>Heywood: Chapter 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Heywood: Chapter 4</td>
<td></td>
</tr>
<tr>
<td>February 3-7</td>
<td>Heywood: Chapter 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Heywood: Chapter 6</td>
<td></td>
</tr>
<tr>
<td>February 10-14</td>
<td>Heywood: Chapter 7</td>
<td><strong>First Exam: Monday February 10</strong></td>
</tr>
<tr>
<td>February 17-21</td>
<td></td>
<td>February 17: Family Day. College closed</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>----------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>February 18-21</td>
<td>Mid-term break for Winter term. No classes</td>
<td></td>
</tr>
<tr>
<td>February 24-28</td>
<td>Heywood: Chapter 8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Heywood: Chapter 9</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Heywood: Conclusion</td>
<td></td>
</tr>
<tr>
<td>March 3-7</td>
<td>“Children and Advertising”</td>
<td></td>
</tr>
<tr>
<td>March 10-14</td>
<td>“Child Labor and Education for All: An Issue Paper”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>“A Cultural Bridge, Not an Imposition: Legitimizing Children’s Rights in the Eyes of Local Communities”</td>
<td></td>
</tr>
<tr>
<td>March 17-21</td>
<td>“Playing with Dolls”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>“Little Lord Fauntleroy and the Evolution of American Boyhood”</td>
<td></td>
</tr>
<tr>
<td>March 24-28</td>
<td>“The Paradox of American Adolescence”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>“’My Room! Private! Keep Out! This Means You!’: A Brief Overview of the Emergence of the Autonomous Teen Bedroom in Post-World War II America”</td>
<td></td>
</tr>
<tr>
<td>March 31-April 4</td>
<td>“Children, Ideology, and Iconography: How Babies Rule the World”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>“Children and the Culture of Climate Change”</td>
<td></td>
</tr>
<tr>
<td>April 7-9</td>
<td>“Defining Happy Childhoods: Assessing a Recent Change”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>“Childhood and Memory”</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Linking-Theory-with-Practice-and-Higher-Thinking Blog Due April 9, 11:59 PM</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Final Examination scheduled during Exam Week: April 14-21</td>
<td></td>
</tr>
</tbody>
</table>
**Student Performance Assessment**

Assessment and evaluation for, as, and of learning will occur through the following activities:

1. First Examination (Monday, February 10): This examination will assess all learning from textbook readings, lectures, videos, and in-class activities and discussions from January 6 to (and including) Wednesday, February 5. The exam format will be short answer questions (no multiple choice) and be designed to assess learning consistent with the course outcomes (above). You will have the full class time to write the exam. Value: 15%.

2. Presentation, including submission of plan and reflection in Blog (20% Pass/Fail, date as assigned): Please see associated document.


4. Final Examination (TBA): This examination will be cumulative and assess all learning from textbook readings, lectures, videos, and in-class activities and discussions from January 6 to (and including) April 9. The exam format will be short answer questions (no multiple choice) and be designed to assess learning consistent with the course goals (above). RDC Final Examinations Policy [http://www.rdc.ab.ca/about_rdc/policies_and_publications/policies/Documents/final_examinations_policy.pdf](http://www.rdc.ab.ca/about_rdc/policies_and_publications/policies/Documents/final_examinations_policy.pdf) will be followed with respect to the final exam. Value: 35%.

**Instructor Commitment**: Students can expect feedback (scores) for assessments within two weeks of their writing/presentation/due date.

**Late Assignments**: The Research Paper and Context Evaluation is due on the date assigned. Late submission can be considered only in the case of highly compelling reasons with thorough documentation at the discretion of the instructor. For the Self-and-Other-Awareness Digital Journal/Portfolio, I can read and consider as part of the assignment all posts made until midnight at the end of the due date.

**Exam Date**: The term examination is written on the date and time scheduled. Deferred writing can be considered only in the case of highly compelling reasons with thorough documentation at the discretion of the instructor.

**Final Grades**

Final grades are reported using letter grades. Final grades are determined after combining term scores and the final examination scores. Students are ranked in order of total scores, and a grade is assigned according to relative ranking (in comparison to the other total scores in the class) and expected demonstration of learning in a 300-level college/university course.
Grading in Undergraduate Courses

<table>
<thead>
<tr>
<th>Grading In Undergraduate Courses</th>
<th>Descriptors</th>
<th>Letter Grade</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>A+</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A-</td>
<td>3.7</td>
<td></td>
</tr>
<tr>
<td>Good</td>
<td>B+</td>
<td>3.3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B-</td>
<td>2.7</td>
<td></td>
</tr>
<tr>
<td>Satisfactory</td>
<td>C+</td>
<td>2.3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C-</td>
<td>1.7</td>
<td></td>
</tr>
<tr>
<td>Poor</td>
<td>D+</td>
<td>1.3</td>
<td></td>
</tr>
<tr>
<td>Minimal Pass</td>
<td>D</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>Failure</td>
<td>F</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

Mean grades will usually fall in the following ranges:

<table>
<thead>
<tr>
<th>Level</th>
<th>200</th>
<th>300</th>
<th>400</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2.73 – 2.92</td>
<td>2.92 – 3.06</td>
<td>3.06 – 3.16</td>
</tr>
<tr>
<td>Average: 2.83</td>
<td>Average: 3.00</td>
<td>Average: 3.11</td>
<td></td>
</tr>
</tbody>
</table>

Final Grades are distributed through the Registrar’s Office.

Professionalism and our Teaching/Learning Environment

I feel privileged to teach and learn with you! I know you value your time here and, with your colleagues, pay a lot of money for and dedicate a lot of hard work toward your education. Therefore, every member of our classroom community deserves an outstanding environment for teaching and learning. In this spirit, I share, as a formality, the following class expectations. Please…

- No texting please!
- If you choose to bring and use a laptop in class, nice work. May I please ask that you use it in a way that focuses upon and attends to our classroom work? In other words, please no off-topic searches, YouTube videos, social network sites, etc.? Here’s an interesting article about a recent study on the subject: [http://www.cbc.ca/news/technology/story/2013/08/14/technology-laptop-grades.html](http://www.cbc.ca/news/technology/story/2013/08/14/technology-laptop-grades.html). The study found that in-classroom laptop use significantly lowered students’ grades. Not only did it lower the grades of the students bringing the laptops, but it also lowered the grades of the students sitting around the individual because of the distracting effect.
- No off-topic conversations during class lecture, activity, and/or discussion
- No gathering of books, binders, and/or backpacks, until instructor concludes the class
- Participate fully in and benefit from in-class activities

As indicated, I have a very high regard, respect, and enthusiasm for your learning and work. I know we will work hard together to create an outstanding teaching and learning environment and experience.
Attendance Policy
Attendance may take many forms. Lack of attendance may impact the students’ ability to successfully complete the course. Attendance and participation are strongly encouraged! If you must miss class, I urge you to borrow notes from a colleague.

Equality, Equity, and Respect
The course is committed to providing an environment of equality and respect for all people within the college community and to supporting faculty, staff, and students in developing teaching and learning contexts that are welcoming to all. I recommend the use of use inclusive language to create a classroom atmosphere in which students’ experiences and views are treated with equal respect and value in relation to their gender, racial background, sexual orientation and ethnic backgrounds. In order to create a thoughtful and respectful community, you are encouraged to use gender-neutral or gender-inclusive language and to be sensitive to the impact of devaluing language.

Plagiarism and Cheating
The Student Dispute, Appeal and Misconduct Processes Policy is in effect. Please be familiar with what constitutes academic misconduct, as well as the consequences. Plagiarism involves submitting work in a course as if it were the student’s own work. Plagiarism may involve the act of submitting work in which some or all of the phrasing, ideas, or line of reasoning are alleged to be the submitter’s own but in fact were created by someone else. The complete RDC policy is available at:

Changes to the Course Outline
Changes to the course outline may be made after the first day of class. This must be done during a regular class, by consensus of the instructor and students in attendance on that day.

Other Required College Policy Matters
This course may be eligible for Prior Learning Assessment. Students should refer to the RDC College Calendar for a list of excluded courses.

It is the student’s responsibility to be familiar with the information contained in the course outline and to clarify any areas of concern with the instructor. Students should refer to the Student Dispute, Appeal and Misconduct Processes Policy and Standard Practice should they have questions or concerns about the Course Outline that cannot be resolved with the instructor.

Student Support Services
Universal Design principles will be used whenever possible so that learning activities are accessible to as many students as possible. Classroom learning resources may be available to students in alternate formats. Students who require accommodations in this course due to a disability affecting mobility, vision, hearing, learning, mental or physical health are advised to discuss their needs with Disability Services.

Personal counselling, career, learning and disability services are provided by RDC. Please inquire about locations at the information desk. It is the student’s responsibility to discuss their specific learning needs with the appropriate service provider. Possibilities may include the following:

Disability Services
- Coordination of services (tutoring, alternate format text, note-taking etc.)
- Academic accommodations, including exam accommodations
- Accessibility issues
- Funding information and referral
Learning Support

- Writing Skills Centre
- Math Skills Centre
- Learning Strategies (note-taking, studying and exam-writing strategies)
- Peer Tutoring (one-on-one tutoring by students)
- Peer-Assisted Study Sessions (PASS) (student-led study groups)
- Pre-screening and referral for learning disabilities

Counselling and Career Centre

- Personal counselling
- Career counselling
- Employment and Career Services (resumes, job postings, etc.)

Withdrawal

The last date to add/drop this course (and to have tuition refunded) is January 13, 2014. The last date to withdraw without academic penalty is March 19, 2014 (a WD will appear on your transcript).