

EDST 455 (221)
History of Childhood and Youth
January – April, 2005
Tuesday/Thursday 1:00-2:30
SCARFE 1004

Dr. Mona Gleason
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Description

Childhood is sometimes viewed as natural and unchanging. An understanding of history teaches us that childhood is constructed daily, often differently, around the world. Class, race, gender, religion, and disability all shape how children and young people experience life. This was true in the past and is true today. This course examines past childhoods, with a focus on North America over the twentieth century, as a way of gaining insight into the issues confronted by today's children and young people, their parents, and teachers. To know for example that 'work', both paid and unpaid, has always been part of young people's experience or that anxiety around 'normal' children and 'normal' families has been commonplace means that we can better understand and plan for what we confront today. Our readings, lectures, small group activities, films, and assignments aim to foster a deeper understanding of childhood as a socially constructed idea. Our examination of representations of children and young people asks how teachers, parents, doctors, and experts, amongst others, determined 'normal' and 'abnormal' children and 'good' and 'bad' children. Drawing on children's lived experience, and our own childhoods, we will juxtapose what adults said about children and youth and how children and youth themselves experienced their own worlds. A central aim of the course is to connect historical understandings of children and youth with contemporary concerns for pre-service teachers.

Course Objectives

EDST 455 is intended to help pre-service teachers achieve professional competence as outlined in Standards for the Education, Competence and Professional Conduct of Educators in British Columbia (BC College of Teachers, Second Edition, May, 2004). In particular, the course materials and assignments attend to expectations conveyed under the following standards: "1. Professional educators value and care for all children, acting at all times in the best interests of children;...4. Professional educators are knowledgeable about Canada and the world;...5. Professional educators are knowledgeable about BC's educational system;...6. Professional educators understand children's growth and development." (pp.10-14)

"(Pre-service teachers) must develop their knowledge and understanding of the history, geography, and cultures of the nation and the world if they are to be sensitive to the larger context in which life is lived." Standards, p. 12.

Academic Honesty

Scholastic honesty is expected and required. It is a major part of university life, and gives value to your degree. All work submitted to me must be your own. Copying or representing the work of others as your own (including internet sources) is cheating and will result in a failed grade. **If you are in doubt about how to properly credit the work of others, please consult with me or with our TA, Jackie Kennelly.** Please see the University regulations regarding Academic Misconduct on p. 48 of [the University of British Columbia Calendar, 2004/5](#).

Standards of Interaction in the Course

1. Evaluation

EDST 455 is evaluated on a pass/fail basis. One of those two terms will appear on your transcript. In a professional faculty such as Education, passing a course entails strong academic performance and active participation in learning activities. Students are expected to meet all criteria to receive a passing grade. In cases where students fail to meet such criteria, they will have the opportunity to revise and resubmit written assignments or to complete supplementary assignments in the case of presentations.

For resubmission of written assignments please attach the first draft of the assignment and highlight the changes you have made in response to the instructor's comments and suggestions. If you have two assignments that do not meet expectations for the course or you continue not to meet expectations for attendance or participation, the instructor must complete an interim report. In consultation with the student, a copy of the interim report is filed with the Teacher Education Office and the Department of Educational Studies.

It is the instructor's responsibility to provide you with timely, specific, and helpful responses to your assignments. Students should use the instructor's feedback to revise work, where necessary. **Students are advised to retain copies of instructors written feedback to include in a professional portfolio that can be used when applying for teaching positions or graduate programmes.**

2. Attendance and Participation

Students should note the usual requirements of the University Calendar and of the Teacher Education Handbook. **The handbook notes that pre-service teachers are expected to come to every class prepared and ready to participate.** Unexplained and repeated absences would jeopardize a passing grade. Please refer to the standards in the Teacher Education Handbook, bottom, p. 29. **In addition to regular attendance, careful reading of course material for class discussions/presentations/activities is critical to your understanding of the themes/terms/issues we will be exploring in the course.** As graduate students, you should feel comfortable challenging your own ideas and thinking and the ideas and thinking of others. However, we must be respectful of the views of peers and colleagues. A guiding principle in the course will be: **Ideas, not individuals, are open to challenge.**

Speaking up is difficult for some. **As professional teachers in training, however, you must find the courage to voice your opinions.** My role is to ensure that this opportunity is available to everyone in a safe, supportive environment. The following guidelines (developed by Dr. Dan Pratt, EDST) should help guide our discussions:

1. Show respect for others' feelings and points of view;
2. Try to understand points of view different from our own;
3. Demonstrate that we understand a point of view before challenging or critiquing it;
4. Risk exposing our own uncertainty or tentative understanding;
5. Be supportive of others when they are trying out tentative understandings
6. Listen and provide space for others to participate.

Details of Course Assignments

This course is graded on a pass or fail basis. In order to achieve a pass in this course, written work must be consistent with proper conventions of written English. **Work that is riddled with errors of spelling, grammar, and usage, will receive a failing grade.** If an assignment receives a failing grade, you have the option of one "re-write." In order to pass this course, you must receive a passing grade on all assignments and you must not miss more than two classes (medical notes are required for missed classes.)

The **Assignment Contract** at the end of the syllabus allows you to decide when you will turn in two of your three assignments. **A signed contract is due back in class on February 1st, 2005.** Students who choose not to complete a contract will be assigned due dates by the instructor. This opportunity is intended to reduce the stress associated with competing courses and to enhance your learning. You must decide when you will hand in your assignments and, by signing the contract, agree to live by the terms you set for yourself. Please see the contract for further details.

You will be evaluated in three ways:

1. Critical Analysis paper (5 pages)
2. "Into the classroom" paper or portfolio (5-8 pages)
3. your part in the Group Facilitation at the end of the course (1-2 pages)

***Please note – if your paper is too "thin" – both in terms of page length and depth of analysis, I will ask you to rewrite it.**

1. **Critical Analysis paper (5 pages)**

Choose one article from our course reader and offer a critical analysis of the author's argument. The biggest pitfall to **avoid** is simply offering an **extended summary of the article.** Assume that I have read the article so **don't spend precious space re-telling me what the article says.** Give me a brief accounting of its central line of reasoning in the first

paragraph or so (why did the author write it?) THEN.... devote your paper to offering some thoughtful answers to the following questions:

1. What is the author(s) main argument in this reading?
2. How does the author work to prove his/her argument? What important point or points does s/he keep coming back to? What kinds of evidence or sources does s/he use in his/her reading?
3. Do you agree or disagree that the author proves his/her argument? Why or why not?
4. What does this reading add to your understanding of your work with young people in schools or in other capacities?

2. “Into the Classroom” paper or portfolio (5-8 pages)

You can do this assignment as a traditional paper or in the style of a teaching portfolio. The main purpose of this assignment is for you to demonstrate how you “link” what we are learning in this class to your own work as a teacher. Choose a theme we address in the course and explore how you might incorporate that theme into your teaching and/or professional development. Your paper or the portfolio should offer answers to these central questions:

1. What theme have you chosen and why?
2. What are the possibilities of the theme for some of all of the following aspects of classroom teaching:
 - for curriculum – how might this theme be tailored to your particular specialization or focus?
 - classroom management – how does this theme help you understand young students in a way that helps you do your work in your classroom or school? You can be very broad here.
 - professional development – how does your theme boost your own level of competency as a teacher? What might it offer you for larger considerations such as your philosophy of teaching?
 - enhancement or enrichment – how might this theme work well as a special focus for your classroom outside the “regular” curriculum? where might it fit and why?
 - social justice - how does this theme help schools and teachers act to secure social justice for students and families? How does this theme help confront contemporary issues in schools like bullying, homophobia, racism, poverty and any others you can think of?

A portfolio approach could explore these questions through sample lesson plans, journals, sample handouts to students, sample memos to parents, fellow teachers, administrators, sample announcements and posters, and collages, videos, or websites – you can discuss this option with Mona.

3. Group Learning Facilitation (1-2 page discussion of your specific contribution)

At the end of the course, we will revisit the course themes by having you and a partner (or partners) offer a short learning activity for the rest of the class. You will be assigned your group as well as the theme you are to explore. On the day of your facilitation, each group member is asked to hand in a one to two page explanation of their contribution to the facilitation **signed by the other group members!** BE CREATIVE! Depending on your theme, possible learning activities might be:

- a debate about some central aspect of the theme
- a role playing activity
- a short skit
- a quiz! Others you can think of.....

Explanation of Pass/Fail Standards for EDST 455 (221)

A. Written Assignments

Pass:

Assignment handed in on time; few errors of diction, grammar, spelling, organization and/or style; facts are shaped into an organized, structured, intelligent statement; all material is pertinent, necessary to an understanding of the problem; material is concise, yet comprehensive, covering all major areas of the problem; provides specific examples, details, and/or explanations; clearly appreciates the role of critical thinking in understanding key determinants of social inequality and their role in education and schooling.

Fail:

Assignment not handed in or late without explanation; recurring errors of diction, grammar, spelling, organization and/or style; presents inaccurate, misleading, insufficient, or misunderstood information; fails to understand the role of critical thinking in understanding key determinants of social inequality and their role in education and schooling.

B. Class Facilitation/Presentation

Pass:

Written summary provided fulfills requirements of written assignments (see above). Oral facilitation/presentation is thoughtful, critical, and taken seriously as an important part of assignment. There is a coherent link between the summary or activity, questions to the class, and the original reading. Team work – evidence that both team members shared in the written work and oral presentation of questions – is self-evident.

Fail:

Written summary provided to students clearly falls short of requirements of written assignments (see above). Oral presentation is extremely brief, lacks forethought of planning, is directionless, and is therefore disrespectful of fellow classmates and instructor. Team work is clearly lacking – both team members fail to take the assignment seriously.

C. Attendance and Participation

Pass:

Attendance: no more than one class missed or one late arrival w/o formal explanation (follows TE policy). Participation: in almost all classes (1) shows active evidence of having done all the readings required, (2) shows evidence of 'active listening' by responding to others' contributions in a constructive fashion, (3) shows leadership in discussion, (4) treats others respectfully.

Fail:

Attendance: violates TE policy.

Participation: regularly (1) appears unprepared and ignorant of course readings, (2) 'hogs' discussions and/or treats others disrespectfully, and (3) makes little or no contribution to discussions.

Weekly Reading Schedule

Week 1 January 4, 6 - Introduction to Course Themes and Structure

(Tuesday): Introductions, explanations of expectations, assignments, learning exercise facilitation, introduction to Jackie Kennelly

(Thursday): Broad contours of the history of children and youth – Canadian focus, international implications (Mona)

Week 2 January 11, 14 The “Past” and History

Rationale: What is the nature of history? What do historians do? What is the difference between the “past” and history?

Reading:

(Tues) Ruth W. Sandwell, “Reading Beyond Bias: Using Historical Documents in Secondary Classrooms,” *McGill Journal of Education* 38, 1 (Winter, 2003): 168-186.

(Thurs) Exploring the Past Activity
Document Study

Week 3 January 18, 20 Children and Youth in Canada’s Past - Overview

Rationale: What general contours about the history of young people in Canada do historians have rough agreement on? What remains to be explored? What is the role of young people in creating this history?

Readings:

(Tues) Joy Parr, “Introduction,” in Nancy Janovicek and Joy Parr, eds., *Histories of Canadian Children and Youth* (Toronto: Oxford University Press, 2003), pp. 1-7.

Excerpts from My Family, My Strength – A Collection of Illustrated Stories by First Nations Children Across British Columbia, Haiké Muller and Shirley Sterling, eds. (Vancouver: Faculty of Education, University of British Columbia, 1994), pp.1-3, 35-36, 44-47.

(Thurs) In-Class Assignment (Ungraded)
Film Study: “Growing Up Canadian – Family”, National Film Board of Canada, 2002
47 Minutes – Mona to provide work sheets

Week 4 January 25, 27 Children and Youth in Families

Rationale: How has “the family” and the nature of family life changed over time? What is similar across families and what distinguishes certain families from others? How has the state shaped acceptable family life in the Canadian context?

Readings:

(Tues) Cynthia Comacchio, “Introduction – Thinking Historically About Canadian Families,” in The Infinite Bonds of Family – Domesticity in Canada, 1850-1940 (Toronto: University of Toronto Press, 1999), pp. 3-11

Guest: Dr. Veronica Strong-Boag, EDST faculty, Research on History of Adopted Children

(Thurs) Excerpts from Beth Brant, I’ll Sing Until the Day I Die – Conversations with Tyendinaga Elders (Toronto: McGilligan Books, 1995); pp. 17-25; 49-54.

Wayson Choy, Paper Shadows – A Chinatown Childhood (Toronto: Penguin Books, 2000), Chapter 2, pp. 18-40.

Group Work: Discussion of “Growing Up Canadian – Family” reactions/critiques/questions

Week 5 February 1, 3 Children and Youth in Schools

Rationale: How has the experience of school changed for young people over time? Why? What has been the role of teachers and curriculum in shaping children and youth? How does race, class, gender, sexuality, and other markers of identity factor into these experiences?

Readings:

(Tues) Tim Stanley, “White Supremacy and the Rhetoric of Educational Indoctrination: A Canadian Case Study,” in Jean Barman and Mona Gleason, eds., Children, Teachers, and Schools in the History of British Columbia 2nd Edition (Calgary: Detselig Press, 2003), pp. 113-133.

(Thurs) Sarjeet Singh Jagpal, “Getting an Education,” in Becoming Canadians: Pioneer Sikhs in Their Own Words (Madeira Park: Harbour, 1994): 86-90.

Time Permitting: “Growing Up Canadian – School” NFB, 47 minutes

Week 6 February 8, 10 Children and Youth as Immigrants and Refugees

Rationale: What has been the experience of immigration for young people and their families? How has the feeling of “displacement” been lived out by young people over the course of century? How have immigrant and refugee children been received in Canada?

Readings:

(Tues) Marjory Harper, “Cossar’s Colonists: Juvenile Migration to New Brunswick in the 1920s,” Acadiensis, 28:1, Autumn 1998, 47-65.

Video: Part 1 of “The Orphan Trains”

(Thurs) Judy McClard and Naomi Wall, eds., “Why we came and where we came from,” Come With Us: Children Speak for Themselves (Toronto: Women’s Educational Press, 1978), pp. 6-19.

Video: Part 2 of “The Orphan Trains”

Week 7 February 15, 17 READING WEEK

Week 8 February 22, 24 Children and Youth at Work

Rationale: Why do children work for pay? What kinds of work have they done? What is the difference between girls’ and boys’ work? How does work, both paid and unpaid, affect children’s life chances?

Readings

(Tues) John Bullen, “Hidden Workers: Child Labour and the Household Economy in Late Nineteenth Century Urban Ontario,” in Bettina Bradbury, ed., Canadian Family History – Selected Readings (Toronto: Copp Clark Pitman, 1992), pp. 199-220.

Video: Part 1 of “Riding the Rails”

(Thurs) Manfred Liebel, "Working Children as Social Subjects – The Contribution of Working Children's Organizations to Social Transformations," Childhood 10, 3 (2003): 265-285.

Video: Part 2 of "Riding the Rails"

Week 9 March 1, 3 Children and Youth Confront Poverty

Rationale: How has poverty in Canadian families been lived? What has been the attitude towards the impoverished? How and why does child poverty continue to limit the opportunities of Canadian children?

(Tues) Terry Copp, "Welfare," in Anatomy of Poverty – The Condition of the Working-Class in Montreal, 1897-1929 (Toronto: McClelland and Stewart, (1974), pp. 106-127.

Video: (Time Permitting): "Citizen Shame – Child Poverty in Canada" Koerner Library HV 745.A6 C574 47 minutes

(Thurs) Heather-Jane Robertson, "Poor Logic and Poor Children," Phi Delta Kappan 80, 7 (March, 1999), pp. 552-553.

Rabbi Arthur Bielfeld, et. al, "Dear Mr. Martin: But What about the children?" Globe and Mail, Friday, March 26, 2004. A 7

Seminar Guest – Dr. Jo-Anne Dillabough, EDST faculty, Research on Youth Poverty

Week 10 March 8, 10 Children and Youth Confront Discrimination and Oppression

Rationale: How have racism, sexism, classism, and homophobia worked to shape the experiences of growing up in Canada? Why are these experiences so fundamental in shaping memory? How does the past continue to resonate in the present in this regard?

(Tues) Mona Gleason, "Disciplining the Student Body: Schooling and the Construction of Canadian Children's Bodies, 1930 to 1960," History of Education Quarterly 41, 2 (Spring 2001): 189-215.

Dionne Brand and Krisantha Sri Bhaggiyadatta, Rivers Have Sources, Trees Have Roots: Speaking of Racism (Toronto: Cross Cultural Communication Centre, 1986), "Childhood," pp. 51-67.

Video: Time Permitting "One of Them," NFB, 2000, 25 minutes.

Week 11 March 15, 17 “Bad Kids” - Children and Youth in Conflict with the State

Rationale: How much conflict between children and adults has been regarded as normal? Has this changed over time? How do gender, class, and race affect notions of appropriate or criminal behaviour?

Readings

(Tues) J. Sangster, “Out of Control: Girls in Conflict with the Law,” in Regulating Girls and Women – Sexuality, Family and the Law in Ontario, 1920-1960 (Toronto: Oxford University Press, 2001), pp. 131-167.

Guest: Abby Wener, MA graduate from Department of Educational Studies, Research on Young Women who are Mothers

(Thurs) Mona Gleason, “ ‘ They have a bad effect’: Crime Comics, Parliament, and the Hegemony of the Middle Class in Postwar Canada,” in John Lent, ed., Pulp Demons – International Dimensions of the Postwar Anti-Comics Campaign (Madison: Fairleigh Dickinson University Press, 1999), pp. 129-154.

Video: “What About Juvenile Delinquency” 1955, 11 minutes

Week 12 March 22, 24 Youth, Sexuality, and the Tyranny of ‘Normal’ in Postwar Canada

Rationale: Why has ‘normalcy’ been regarded as a problem? What is the role of advice literature? Who gets to determine what is ‘normal’? How are identity markers such as sexuality and gender central to notions of ‘normal’ young people?

Readings

(Tues) Mona Gleason, “Growing Up to be ‘Normal’: Psychology Constructs Proper Gender Roles in Post-World War II Canada,” In Lori Chambers and Edgar-Andre Montigny, Family Matters: Papers in Post-Confederation Canadian Family History (Toronto: Canadian Scholar’s Press, 1998), pp. 39-56.

Video: “Habit Patterns,” 1954, 14 minutes

(Thurs) Mary Louise Adams, ‘Why Can’t I Be Normal’: Sex Advice for Teens” in The Trouble with Normal- Postwar Youth and the Making of Heterosexuality (Toronto: University of Toronto Press, 1997), pp. 83-106.

Video: "Molly Grows Up," 1953, 16 minutes

Week 13 March 29, 31 Connections to Learning Facilitations

(Tues) Groups 1-3 Host Learning Activities based on following course themes: youth and family, youth and school, or another important theme not covered in the course.

(Thurs) Groups 4-6 Host Learning Activities based on following themes of immigrant and refugee youth, youth and work, or another important theme not covered in the course.

Week 14 April 5, 7 Connections to Learning Facilitations

(Tues) Groups 6-8 Host Learning Activities based on the following themes: youth and poverty, youth confront discrimination and oppression, or some other theme not covered in this course.

(Thurs) Groups 9-12 Host Learning Activities based on the following themes: youth in conflict with the state, youth, sexuality and the tyranny of the 'normal,' or some other theme not covered in the course.

**Assignment Contract – Mona’s Copy
(Due back in class by February 1, 2005)**

Name (please print): _____

Date: _____

This is your individual learning contract. You are expected to set your own deadlines for completion of work in your contract. I reserve the right to suggest other timelines if I believe that your suggestions are impractical or could be modified to increase your learning from the course. **It is not acceptable to hand in all of your work on the last day of classes – please make every effort to use this contract system to support your learning and to ease pressure from deadlines in other courses.** By signing this form, you are agreeing to honour the deadlines you have set out for yourself. Modification to your contract must be discussed with the instructor.

EDST 455 is a pass/fail course. In order to pass the course, you must achieve a pass on all three assignments. Please see “Explanation of Pass/Fail standards for EDST 455 (221).”

A. Critical Analysis paper

My due date for this assignment is:

B. “Into the Classroom” Paper

My due date for this assignment is:

C. Learning Facilitation – Explanation of My Contribution

My due date for this assignment is: CIRCLE ONE

Group 1 – 3 Due March 29, 2005

Group 4 - 6 Due March 31, 2005

Group 6 – 8 Due April 5, 2005

Group 9 – 12 Due April 7, 2005

Signature: _____

Date: _____

**Assignment Contract – MY Copy
(Due back in class by February 1, 2005)**

Name (please print): _____

Date: _____

This is your individual learning contract. You are expected to set your own deadlines for completion of work in your contract. I reserve the right to suggest other timelines if I believe that your suggestions are impractical or could be modified to increase your learning from the course. **It is not acceptable to hand in all of your work on the last day of classes – please make every effort to use this contract system to support your learning and to ease pressure from deadlines in other courses.** By signing this form, you are agreeing to honour the deadlines you have set out for yourself. Modification to your contract must be discussed with the instructor.

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My due date for this assignment is: CIRCLE ONE

Group 1 – 3 Due March 29, 2005

Group 4 - 6 Due March 31, 2005

Group 6 – 8 Due April 5, 2005

Group 9 – 12 Due April 7, 2005

Signature: _____

Date: _____