

UNIVERSITY OF MARY WASHINGTON -- NEW COURSE PROPOSAL

Electronically submit this completed form with attachments in one file to the Chair of the College Curriculum Committee.

COLLEGE (check one):	Arts and Sciences	X	Business		Education
Proposal Submitted By: Susan Fernsebner			Date Prepared: 8/31/2019		
Course Title:	History of Childhood				
Department/discipline and course number*:	HIST 465				
Prerequisites:	HIST 298 and junior or senior status				

**This course number must be approved by the Office of the Registrar before the proposal is submitted.*

Number of credits:	3	Will this course meet for at least 700 contact minutes for each credit hour proposed? If no, provide a credit hour justification.	YES	X	NO
Will this be a new, repeatable "special topics" course? (Do you want students to be able to take this new course more than once if the topic changes?)			NO	X	YES

Date of first offering of this new course: FALL SEMESTER, year		Spring 2022	
Proposed frequency of offering of the course:		Every other year	
Proposed enrollment limit for the course:		15	
List the faculty who will likely teach the course:		Susan Fernsebner	
Are ANY new resources required?	NO	X	YES
<i>Document in attached impact statement</i>			

****The earliest the course may be offered is the fall semester of the academic year FOLLOWING the year in which the course proposal is approved.**

This new course will be (check all that apply):			
Required in the major		Required in the minor	General Elective
Elective in the major	X	Elective in the minor	General Education**

****AFTER the new course is approved, a separate proposal must be sent to the General Education Committee.**

Catalog Description (suggested length – less than 50 words):	
Research and reading seminar exploring the history of childhood and youth through social, cultural, and economic history, race & ethnicity, gender, queer studies, and global / postcolonial critiques. Exploration of primary sources and research methodologies with direct application in students' own self-designed projects.	

COURSE HISTORY:	Was this course taught previously as a topics or experimental course?	YES	X	NO	
Course Number and Title of Previous Course		Semester Offered	Enrollment		
HIST 471-F5 History of Childhood		Spr 2020	[15 limit]		
HIST 471-F5 History of Childhood		Spr 2018	14		
HIST 471-F5 History of Childhood		Spr 2017	16		
X	CHECK HERE if the proposed course is to be equated with the earlier topics or experimental offerings. If equated, students who took the earlier "topics" course will only be able to take the new course as a repeat (C- grade or lower).				
NOTE: If the proposed course has not been previously offered as a topics or experimental course, explain in the attached rationale statement why the course should be adopted even though it has not been tried out.					

REQUIRED ATTACHMENTS:

1. **Rationale Statement** – Why is this course needed? What purposes will it serve?
2. **Credit Hour Justification** (if required) – explain how this course will comply with the UMW Credit Hours Policy (D.5.3)
3. **Impact Statement** – Provide details about the Library, space, staffing, budget, and technology impacts created by adding this new course. Include supporting statements from the Library, IT Department, etc. **Any change that impacts another Department must have a written statement (such as an email) from the Chair(s) agreeing to the change.**
4. **Sample Syllabus**

5. **Department Chair Approval*:**  **Date: September 1, 2019**

CCC Chair Approval:  **Date: 9/9/19**

***COB and COE proposals approved by the Associate Dean. BEFORE consideration by the UCC, the proposal must be approved the two levels noted above. Approval by the UCC and UFC are noted on the proposal "status history" at the UCC web site.**

COURSE PROPOSAL: HIST 465: HISTORY OF CHILDHOOD

Prepared by: Susan R. Fernsebner (Professor, HISA)

1. RATIONALE STATEMENT

The proposed “History of Childhood” course is a 400-level seminar for the History department. It will be taught regularly on a two-year cycle, i.e. once every four semesters (every other year). This course adds a new subject area to our curriculum while also fulfilling aims in helping students improve advanced skills in critical analysis of primary and secondary sources, research methodologies, writing, and oral communication.

This course represents an emerging subfield in History that has attracted important attention in recent years. The history of childhood and youth intersects with other fields—e.g. social and economic history, cultural history, race and ethnic studies, gender and queer studies, among others—while also introducing its own significant questions and critiques. This course presents important methodological and theoretical questions regarding historical sources, particularly the recovery of the voices of children and youth as subjects, the use of diverse sources (including those that fall outside the traditional archive) for historical analysis, explorations of the historical agency and subjectivity of children, and more. Finally, this childhood course also encompasses global studies and postcolonial perspectives. For example, in the two previous runs of the course, we have incorporated critical studies on childhood and youth in Barbados, China, Hawaii, Iran, and Russia.

In addition to exploration of secondary literature on the subject, this course emphasizes primary source study and a semester-long research project on a focused topic within the history of childhood and youth. Students compose research paper proposals after careful exploration of available primary sources in diverse archives, dive into their own research, and lead discussion workshops in readings from their own primary sources. They then workshop and write a research paper in two formal drafts, along with an oral presentation of the research project for peer feedback. The course thus combines secondary readings to help sharpen critical thinking as well as an opportunity to explore both methods and analysis through direct research and writing.

General course goals:

- Understanding of the discipline’s methods and processes
- Using materials from other disciplines that can be relevant to history
- Analyzing primary and secondary sources
- Conducting a self-directed study
- Writing with clarity about the past
- Communicating informally in a group setting
- Making formal, oral presentations

2. CREDIT HOUR JUSTIFICATION:

Not relevant to this proposal.

3. IMPACT STATEMENT:

This 400-level seminar course will require a room that seats 15 students. It will not require any other resources beyond the standard equipment (projector, web connection, and computer) that we have available for our regular classrooms.

4. SAMPLE SYLLABUS:

See attached below.

Dr. Susan Fernsebner
Dept. of History and Am. Studies
Office: Monroe 225
Office Hours: TBA, see umwhoc.slack.com
Email: sfernseb@umw.edu
Twitter: @sfern

HIST 465: HISTORY OF CHILDHOOD

MWF // Monroe // Spr 20XX

umwhoc.slack.com

Course description

This seminar explores the history of childhood with attention to scholars' diverse approaches to a relatively young (so to speak) topic in the field and as a focus for our own research. We will embark on the semester by investigating the apparent "discovery" of childhood as well as definitions and evolving approaches to the history of childhood and youth. At the same time, we will also devote attention to local and global perspectives on the topic and concerns regarding intersecting themes of social and economic history, race and ethnicity, gender and queer studies, as well as global studies and postcolonial critiques, among others. Students will also design, share, and complete their own research projects on the history of childhood as a core component of the class.

Course Requirements

Students are expected to attend all classes, complete all assigned readings in time for our class meetings and participate regularly in class discussion (that means you should be talking in an engaged and informed, thoughtful fashion each time we meet.) We also have required written and oral presentation assignments, both graded and ungraded. See below for full details and expectations.

Grades

Class Participation (in-class and weekly online reading responses): 25%

Research Paper Proposal and Bibliography (2 pages plus bibliography): 15%

Research Reading Selection & Discussion Leading: 10%

Formal Presentation: 10%

Research Paper: 40% (2 drafts, averaged 40-60)

Grading Scale:

A	Unusual Excellence	93 or higher = A; 90-92 = A-
B	Distinctly Above Average	87-89=B+; 83-86=B; 80-82=B-
C	Average Quality	77-79=C+; 73-76=C; 70-72=C-
D	Below Average Quality	67-69=D+; 60-66=D
F	Failure, No Credit	0-59=F

- **Note:** In order to receive a passing grade for the course, all students must demonstrate serious engagement with each of the course's assignments. The instructor reserves the right to define what "serious engagement" entails.

Class Participation

Students are expected to come to class with the readings completed and fully prepared to discuss them. Have notes on your reading ready to help you contribute, and be sure to review them before the start of class. While I won't be collecting these notes regularly, I do reserve the option to collect them at any time.

Class participation means actively participating in class each and every meeting. Students who seldom speak should expect no higher than a C for class participation.

Class meetings will also include times in which students will choose readings for their classmates to read based on their own research projects. All students are expected to co-lead discussions twice during the semester. Discussion leaders are encouraged to meet with me in advance of their particular week to discuss how best to choose readings and lead discussion (be sure to schedule these appointments well in advance.)

Online Participation – QOCs

All students should sign up for a Slack account and join our umwhoc.slack.com team—see your UMW email for an invite—and share an intro post by the second class meeting (see syllabus schedule below for more details.) We will have weekly channels on the Slack account in which students post thoughts on our readings as well as updates and analytic brainstorms related to their research. Weekly online reading “QOC” post assignment below for more.

Slack is also a space to share problems as well as successes, and questions for help—it's a community think-space. Feel free to comment on each other's posts and chip in with brainstorms.

Assignments

Class Participation and QOC online posts: As noted above, class participation, both in our face-to-face meetings and in online reading discussions at our course website will help you be successful in the course. It will also help you build both communication and analytic skills.

Our online posts – also known as “Quote, Question, Comments” or QOCs – will serve as a shared log of the thinking, informed questions, and analysis you are building this semester outside of your own project. This online participation is equally weighted with in-class participation. There are a series of QOC assignments on our syllabus over the course of the semester related to our secondary readings assignments. These are due by midnight the night before their date on the syllabus. See our assignment page at the course website for full QOC guidelines. No late QOCs are accepted, but students are allowed to drop one without penalty.

Research Paper Proposal and Bibliography: A 2 page topic proposal that outlines the central and focused analytic questions of your project, how it relates to recent secondary literature in the field, and also introduces and describes the features of the key primary sources that will make your research possible. How will these help answer your questions? Attach to this proposal a bibliography of at least 15-20 works, with primary and secondary sources in two separate categories. Chicago / Turabian format should be used.

Research Reading Selection and Discussion Leading: Students will choose a primary source or source excerpt from their research project and share it in advance with the class (page limit 5-7 pages; media, objects, and images also allowed!). And then, on their assigned day, lead a discussion by introducing the text / image / media, raising as well as answering questions, and sharing in an exploration with

their classmates. Classmates will help their peers advance their research projects by raising their own questions, observations, and offering feedback on the sources, which they will also read and explore.

Formal Presentation: All students will share a 5-7 minute formal presentation of their research rough drafts, sharing work in progress for feedback before their final drafts. Presenters should prepare images to accompany and also be ready to discuss next questions.

Research Paper: Students will design their own research projects related to a focused topic within the history of childhood and youth studies. Two drafts will be completed, rough and final, weighted 40-60%. The project should have a majority foundation in primary sources, develop a clear analysis, and offer a well-written discussion of a relevant inquiry. We'll discuss parameters and topic ideas together at the start of the course, but you should also bring your own interests to the exploration. Stuck? Start exploring our reading list below and as well as the bibliographies and footnotes in any articles you find interesting. There's a goldmine of sources out there. And, as always, head to the library!

Late Policy

Research papers and proposals are due at the start of class on the day that they are due. Papers and proposals turned in anytime after the start of class on the day they are due are considered late.

Late projects will be penalized one full letter grade per day late. After three days, they will not be accepted. Late assignments must be submitted via email (for a time-stamp) as well as in their original form. No extensions will be given except by prior arrangement.

What this means is that you want to set your calendar up now and plan your workload ahead. And if you're running into problems talk to me ahead of the due dates (sfernseb@umw.edu).

In-class assignments and QOCs will not be accepted late. Missed presentations will not be permitted to be made-up except by prior arrangement.

Attendance & Late-to-Class Policy

Stuff happens. You may miss three class meetings without a reason that needs to be explained over the course of the semester. After this, your participation grade will drop by one full grade per missed class. If you miss more than six classes, you are in danger of failing the full course itself. Note that missing a class does not mean you are excused for missed work during the class or assignments that are due that day. Save these three meetings for times they're truly needed (including physical and mental health time-outs.)

Three times late to class = a full absence.

Honor Code

I take it seriously and I trust you. It's also a matter of mutual respect between you and your classmates. So in your work for this course, I trust that you also care about our Honor Code that we value here at Mary Washington. I'll be very disappointed if a student plagiarizes or cheats. And I will bring the case to their peers at the Honor Council. So, if you have any questions about when you need to cite a source as you compose your work for this class (hint: if you're borrowing any ideas that aren't common knowledge, you should be), or when and if it's okay to have friends or family read and comment on your projects, please contact me sooner rather than later. See also our course site online for additional info.

Recording and Distribution of Class Materials

Any audio or visual recording by students of class meetings, lectures, discussions or other class activities is allowed only under terms and conditions as approved by UMW's Office of Disability Resources (ODR). If you are entitled to audio or visual recording through ODR, please communicate with me before any recording occurs. The results of a recording may only be used for personal use, unless I authorize use by other students in the course. Recordings and course material may not be reproduced or exchanged or distributed. At the end of the semester, you are required to destroy any recordings made in this course.

Departmental Learning Objectives (Yes, This Section is for Your Résumé)

This course will help students develop a range of skills, including communicating in a group setting, the ability to critically read primary sources and modern authorities, synthesize research findings, and the ability to utilize technological resources in research, data analysis, and presentation.

Accommodations

The Office of Disability Resources has been designated by the University as the primary office to guide, counsel, and assist students with disabilities. If you already receive services through the Office of Disability Resources and require accommodations for this class, make an appointment with me as soon as possible to discuss your approved accommodation needs. Please bring your accommodation letter with you to the appointment. I will hold any information you share with me in the strictest confidence unless you give me permission to do otherwise.

If you have not contacted the Office of Disability Resources and need accommodations, I will be happy to refer you. Their phone number is 540-654-1266.

Title IX Statement

Faculty at UMW are committed to supporting students and upholding the University's Policy on Sexual and Gender Based Harassment and Other Forms of Interpersonal Violence. Under this policy and Title IX, discrimination based on sex or gender is prohibited. If you experience an incident of sex or gender based discrimination, we encourage you to report it. While you may talk to me, please understand that as an employee of the University, I am required to report to UMW's Title IX Coordinator what you share. If you wish to speak to someone confidentially, see the contacts below for assistance. They can connect you with support services and help you explore your options. You may also seek assistance from UMW's Title IX Coordinator.

Title IX Resources

Title IX Coordinator
Office of Title IX
Fairfax House
540-654-5656

Confidential Title IX Resources

Talley Center for Counselling Services
Lee Hall 106
Student Health Center
Lee Hall 11

Confidential Off-Campus Title IX Resources

Empowerhouse (540-373-9373)

Rappahannock Council Against Sexual Assault (RCASA) (540-371-1666)

Books

You don't need to buy any books for this course. All readings noted on the schedule below are either available at our course website or via our library journal databases (JSTOR, Quest, etc.). You do need to bring a pen or pencil and blank paper to class each meeting, along with your reading notes and a copy (digital is fine) of our readings or materials for that day. Crayons are optional.

Reminder: this syllabus can (and will) change over the course of the semester. Stay tuned for announcements in class and online (at umwhoc.slack.com) for course announcements.

CLASS SCHEDULE

Week 1 (1/16-) Introduction

Assignment (due by classtime): Sign up for our Slack site and try it by sharing a gif at our “free-time” page. (Just type **/giphy** and a word or phrase that matches a theme for a gif you'd like to find and one will appear...)

Wednesday: What is “childhood”?

Assignment (due by 9 am Wednesday): Write and publish a self-intro at our Slack site's “members” page. Include a hand-drawing of yourself as a kid (no, you don't have to know how to draw—remember, kids themselves draw very apt stick figures), plus information on your favorite games, stories, books, and/or other childhood pastimes. **Tell a story.** I'll be doing it too, I promise.

Friday: Workshop: Semester Projects

Week 2 (1/23-) “Childhood” as History

QQC due on Aries by midnight Sunday

Monday: Reading – Philippe Ariès, “The Discovery of Childhood,” in *Centuries of Childhood*, trans. Robert Baldick (New York: Knopf, 1962), 33-49.

Wednesday: Bibliography Workshop

Bring computers to class if you have them

Friday: Reading – Barrie Thorne, “Re-Visioning Women and Social Change: Where are the Children?” in *Gender and Society*, Vol. 1., No. 1 (March 1987): 85-109

Week 3 (1/30-) Methods and Approaches

QQC due on Zelizer by midnight Sunday

Monday: Reading – Viviana Zelizer, “The Price and Value of Children: The Case of Children's Insurance,” in *The American Journal of Sociology*, Vol. 86, No. 5 (March 1981): 1036-1056.

Wednesday: Research Workshop: Archives and Organizations

Bring Computers

Friday: Reading – Marilisa Jiménez García, “‘Old Forgotten Children's Books’ at CUNY: Centro Library's (Unofficial) Children's Literature Collection,” in *The Journal of the History of Childhood and Youth*, Vol. 9, No. 1 (Winter 2016): 7-14.

Assignment (due in class): Explore the children's book section of our own library (or a town library close to home) and bring in the oldest book you can find. Read and explore the book as an object (including binding, pages, handwritten inscriptions, stamped imprints, etc.) as well as a text and, if present, images. What themes do they seem intended to convey? Key images? What are the categories, symbols, and/or underlying themes embodied within? Be prepared to share your text and findings with the class.

Week 4 (2/6-) Methods and Approaches

QQC due on either text (pick one) by midnight the night before we discuss it.

Monday: Reading – Rachel Remmel, “The Spaces of the Schoolhouse and the City: Gender and Class in Boston Education, 1830-1832,” in *The Journal of the History of Childhood and Youth*, Vol. 7, No. 2 (Spring 2014): 199-218.

Wednesday: Research / Digital Tools Workshop

Friday: Reading – Tarah Brookfield, “Representing and Recovering Girls’ Pasts: The Inmates Orphan’s Home Album,” in *The Journal of the History of Childhood and Youth*, Vol. 9, Number 3 (Fall 2016): 369-381.

Assignment: Go to the library and/or look online (e.g., online library image archives; The Commons at Flickr for institutional archives of images, etc.) for archival images that relate to the history of childhood, and be prepared to introduce it in class on Friday. Note: you must use archival images from an official, institutional archive or library site. Post your image and a full citation to it, along with analytic comments, on Slate.

Week 5 (2/13-) Race & Ethnicity

QQC due on Field (et al) by Sunday midnight

Monday: Reading – Corrine T. Field, Tammy-Charelle Owens, Marcia Chatelain, Lakisha Simmons, Abrosede George, and Rhian Keyse, “The History of Black Girlhood: Recent Innovations and Future Directions,” in *The Journal of the History of Childhood and Youth*, Vol. 9, No. 3 (Fall 2016): 383-401.

Wednesday: Malia McAndrew, “Japanese American Beauty Pageants and Minstrel Shows: The Performance of Gender and Race by Nisei Youth during World War II,” *The Journal of the History of Childhood and Youth*, Vol. 7, No. 1 (Winter 2014): 42-64.

Friday: Joy Schulz, “Crossing the *Pali*: White Missionary Children, Bicultural Identity, and the Racial Divide in Hawaii,” in *The Journal of the History of Childhood and Youth*, Vol. 6, No. 2 (Spring 2013): 209-235.

Week 6 (2/20-) Gender and Queer Youth

QQC due on Regales by Thursday midnight

Monday: Reading – Rebecca Friedman, “Masculinity, the Body, and Coming of Age in the Nineteenth-Century Russian Cadet Corps,” in *The Journal of the History of Childhood and Youth*, Vol. 5, No. 2 (Spring 2012): 219-238.

****Topic Proposals and Bibliographies due at start of class on Monday**

Wednesday: Reading – Mark Lipton, “Queer Readings of Popular Culture: Searching [to] Out the Subculture,” in *Queer Youth Cultures*, ed. by Susan Driver (Albany: SUNY Press, 2008), 163-179.

Friday: Reading – Jackie Regales, “My Identity is Fluid as Fuck: Transgender Zine Writers Constructing Themselves,” in *Queer Youth Cultures*, ed. by Susan Driver (Albany: SUNY Press, 2008), 87-103.

Week 7 (2/27-) Global Perspectives

QQC due on either reading by midnight night before assigned date

Monday: Cecilia Green, “Disciplining Boys: Labor, Gender, Generation, and the Penal System in Barbados, 1880-1930,” in *The Journal of the History of Childhood and Youth*, Vol. 3, No. 3 (Fall 2010): 366-390.

Wednesday: Research Workshop

Bring Computers. Sign up for research source discussions today.

Friday: Afsaneh Najmabadi, “Crafting an Educated Housewife in Iran,” in *Remaking Women: Feminism and Modernity in the Middle East*, ed. by Lila Abu-Lughod (Princeton: Princeton UP and Cairo: American University in Cairo Press, 1998), 91-125 [Morrison]

Week 8 (3/6-) SPRING BREAK!!!

Week 9 (3/13-)

QQC due on one of your research source readings (by midnight before discussion date)

Monday: Research Workshop – Bring ALL of your notes, materials, scraps of paper and digital ephemera, i.e., anything and everything related to your project, plus coffee, tea, juice, and/or the snack of your choice.

Wednesday: Research Source Discussion (2 Students)

Friday: Research Source Discussion (2 Students)

Week 10 (3/20-)

QQC due on one of your research source readings (by midnight before discussion date)

Monday: Research Source Discussion (2 Students)

Wednesday: Workshop: Childhood and Material Culture

Friday: Research Source Discussion (2 Students)

Week 11 (3/27-)

QQC due on one of your research source readings (by midnight before discussion date)

Monday: Research Source Discussion (2 Students)

Wednesday: Research Source Discussion (2 Students)

Friday: Research Source Discussion (1 Student)

****Drawing today for final presentation schedule**

Week 12 (4/3-)

QQC due on one of your research source readings (by midnight before discussion date)

Monday: Research Source Discussion (2 Students)

Wednesday: Writing Workshop

Bring computers, research materials, and notes.

Friday: Writing Workshop

****Outlines of papers due (2 copies) for in-class peer review**

Week 13 (4/10-)

Monday: Writing Workshop

****Intro paragraph (2 copies) due for in-class peer review**

Wednesday: Workshop: Oral Presentations

Friday: Workshop

****Completed first draft of research papers due at the start of class.**

Week 14 (4/17-)

Monday: Research Presentations & Feedback

Wednesday: Research Presentations

Friday: Research Presentations

Week 15 (4/24-)

Monday: Research Presentations

Wednesday: Course Conclusion / Synthesis

Friday: No Class Meeting (History & Am Studies Symposium)

Finals (May1-): Final Research Drafts Due