



COURSE: Childhood and Youth in History
HIST 3115A

TERM: Fall 2019

PRECLUSIONS: None

CLASS: **Day & Time:** Wednesdays and Fridays, 14:35 to 15:55
Room: TB 431

INSTRUCTOR: Dominique Marshall

CONTACT: **Office:** PA 412
Office Hrs: Tuesdays, 14:30-16:30
Telephone: 613-520-2600 extension 2846
Email Dominique.marshall@carleton.ca



Survivors of the Alberni residential school accompanied by members of their families, reunited for a photograph after having received the original drawings of their childhood, during a patriation ceremony in 2013. The ceremony was financed by the Truth and Reconciliation Commission. The Canadian History Hall presents copies of these drawings. Photograph by Devin Tepleski.

Introduction: The role of childhood and youth in modern history. This year the emphasis will be on Canadian childhoods in transnational perspectives.

Class Format: Two meetings a week, one of lecture/seminar format centered on main themes in the history of childhood, the other a workshop devoted to practical work on the history of childhood.

Aims and Goals: To put current problems in historical perspective (contextualize). To become familiar with the main knowledge about childhood and youth in history. To understand the main approaches, vocabulary, and questions of historians of childhood. To work with some of the main types of historical documents used to write the history of children (analyze, interpret, discuss). To conduct independent research (find, order). To express orally and in writing the result of historical thinking and research (narrate).¹

Assessment: Each student will choose one theme of the history of childhood which they will follow through small assignments leading to a term project. Readings and lecture content will be examined in small tests.

Text: Marten, James. *The History of Childhood. A Very Short Introduction*. Oxford: Oxford University Press. 2018. Available at Octopus bookstore (<http://octopusbooks.ca/book/history-of-childhood>) \$ 11.95. Mail order available. The main reference for all technical matters is: Marius, Richard and Melvin Page. *A Short Guide to Writing about History*, 9th ed. Upper Saddle River: Pearson Education, 2015. It is not required and it is on reserve. The chapter on “Notes and Bibliographies” will be made available electronically.

Course Requirements and Assignments: The grades for this course will be distributed as follows:

Attendance/Participation/Assignments done during in-class workshop:	35%	Ongoing
Analysis of one museum object	15%	Due Sept. 18
Biographical project:	50%	
- Mid-term report: proposal and and scheduled meeting with the Instructor	(10%)	Due before meeting
- Oral presentation of the draft	(10%)	Nov. 20 - 27
- Final report	(20%)	Due Dec. 4
- Class and self-assessment	(10%)	Due Dec. 4
Total:	100%	

All components have to be completed in order to pass this course. Unless otherwise noted, late assignments will be penalized 3% per weekday. Exceptions will be made for medical or other emergencies.

The grades will be measured as follows:

- Attendance/Participation/workshop assignments (individual and group): Attendance in class, participation to the various workshops are crucial to the achievement of the course. A series of small in-class assignment will also serve to gage the regularity, quality and quantity of students’ presence.
- Analysis of one museum object: This individual work should contain a picture of the object and a text of (500-750 words without the references) will be the occasion to link the information uncovered in the museum to the historical trends and generalizations explored in the class so far and in the textbook.

¹ “Learning Outcomes” of the Department of History, and Anne Hyde, “Five Reasons History Professors Suck at Assessment,” *The Journal of American History* 102, no. 4 (March 2016): 1104-1107.

The small paper should follow the rules of historical essay. It will be marked by the Instructor, and graded for its analytical insights, its knowledge of the material read in class, the clarity of the argument and the mastery of the techniques of essay writing (as laid out in the *Short Guide to Writing about History*, mentioned above).

- Biographical project: The mark will be a combination of the instructor's assessment of the mid-term proposal and students' presentation of this report at a meeting with the instructor; an assessment of the presentation of the draft to a group in the class, and of the final report. In addition, students will assess themselves, using a tool posted on CU-Learn. The presentation to the group will also be assessed by the group, using a tool posted on Cu-Learn. Students should demonstrate proficiency in the material read for the class and the skills taught in the various workshops. The mid-term proposal (around 1000 words) should contain a bibliography, a presentation of the primary document(s) used or to be used, a tentative list of questions. The final report (2500 -3000 words without bibliography) should follow the rules of historical essay writing se (as laid out in the *Short Guide to Writing about History*, mentioned above).

Tentative calendar

Readings must be done before class. They are available on the MacOdrum Library reserve system, ARES, accessible directly of via Cu-Learn.

The location is in the classroom, TB 431, unless stated otherwise.

September

4 **1. Introductions**

6 **Workshop:** Reading the textbook
Reading: Textbook: "Traditions": 7-23.

11 **2. Historical museums presenting children and children visiting museums**

Reading: Textbook: "Revolutions": 24 – 49

Assignment: Field trip form due in class.

13 No class. Replaced by Museum visit September 12. Arrangements available for those unable to attend.

Workshop: Individual visit to the Canadian Museum of History. Hall of History on Thursday September 12. No class on the Friday.

18 **3. Bodies, ability, families**

Reading: Textbook: "The rise of 'modern' childhoods": 50-76

Assignment: Analysis of one museum object due September 18 before class.

20 **Workshop:** Childhood and youth by numbers

25 **4. Labour, poverty, wealth**

Reading: Textbook: "Creating a worldview of childhood": 77-95.

27 **Workshop:** Working with concepts

Reading: Textbook: "Introduction: Catching cultures in high relief": 1-6

October

2 **5. Laws, rights, welfare**

Reading: Textbook: "The century of the child and beyond": 96-122.

4 **Workshop:** Working in archives. Visit of the Landon Pearson Resource Centre for the Study of

Childhood and Youth, A735 Loeb Building.

9 **6. Political action, public lives**

Reading: one of the following two readings, to be allocated in class

- Glassford, Sarah. " 'International Friendliness' and Canadian Identities: Transnational Tensions in Canadian Junior Red Cross Texts, 1919–39," *Jeunesse: Young People, Texts, Cultures* 10, 2 (2018): 52-72.

- Walsh, Andrea. "Healthy Bodies, Strong Citizens: Okanagan Children's Drawings and the Canadian Junior Red Cross." in *Depicting Canada's Children*, ed. Loren Lerner, 279-303. Waterloo: Wilfrid Laurier University Press. 2009).

11 **Workshop:** Working with children and youth newspapers

16 **7. Education**

Public Lecture: Mark Hunter will speak on his new book, *Race for Education: Gender, White Tone and Schooling in South Africa*, from 1:00 to 2:30 in the Discovery Centre (MacOdrum Library Rm 482).

Institute of African Studies event. Arrangements will be made for students unable to attend.

Reading: One chapter to be announced.

18 **Workshop:** Individual meetings on proposals for biographical projects with Instructor, to be scheduled

23 **No Class Reading Week**

25 **No Class Reading Week**

30 **8. Place, migrations, internment**

Milanich, Nara. "Innocents Abroad: Borders, Citizenship, and What Children's Historians Can Tell Us About the World Today." *The Journal of the History of Childhood and Youth* 11, no. 2 (2018): 153-167.

Nov 1 **Workshop:** Working with maps and architectural plans

6 **9. Violence, war, abuse and survival**

Reading: Martin, James. "Children and War." In *The Routledge History of Childhood in the Western World*, ed. Paula S. Fass, 142-157. New York: Routledge. 2013.

8 No class – replaced by online discussion

Workshop: Analysing images of children and youth.

13 **10. Play and expressions**

Reading: Marshall, Dominique. "Presidential Address: Children's Drawings and Humanitarian Aid: Transnational Expressions and Exhibits", *Revue de la Société historique du Canada/Journal of the Canadian Historical Association* 26, 1 (2015): 36-65.

15 **Workshop:** Working with children's art

20-29 **11 & 12. Biographies**

Group and class work on drafts of biographical projects, and oral presentations.

Assignment: draft of project ready for discussion and presentation

4 **13. Applying historical skills to prepare for the workplace and/or civil society**

Assignment: Final report of biographical project due, as well as Class, group and self-assessment.

9-21 Examinations period.

This course has no examination or take home

REGULATIONS COMMON TO ALL HISTORY COURSES

COPIES OF WRITTEN WORK SUBMITTED

Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

PLAGIARISM

The University Senate defines plagiarism as *“presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.”* This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

COURSE SHARING WEBSITES and COPYRIGHT

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

STATEMENT ON CLASS CONDUCT

The Carleton University Human Rights Policies and Procedures affirm that all members of the University community share a responsibility to:

- promote equity and fairness,
- respect and value diversity,
- prevent discrimination and harassment, and
- preserve the freedom of its members to carry out responsibly their scholarly work without threat of interference.

Carleton University Equity Services states that “every member of the University community has a right to study, work and live in a safe environment free of discrimination or harassment”. [In May of 2001 Carleton University’s Senate and Board of Governors approved the Carleton University Human Rights Policies and Procedures. The establishment of these policies and procedures was the culmination of the efforts of the Presidential Advisory Committee on Human Rights and a Human Rights Implementation Committee.]

GRADING SYSTEM

Letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100 (12)	B = 73-76 (8)	C - = 60-62 (4)
A = 85-89 (11)	B - = 70-72 (7)	D+ = 57-59 (3)
A - = 80-84 (10)	C+ = 67-69 (6)	D = 53-56 (2)
B+ = 77-79 (9)	C = 63-66 (5)	D - = 50-52 (1)

F Failure. No academic credit WDN Withdrawn from the course

ABS Absent from the final examination

DEF Official deferral (see "Petitions to Defer")

FND Failure with no deferred exam allowed -- assigned only when the student has failed the course on the basis of inadequate term work as specified in the course outline.

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

WITHDRAWAL WITHOUT ACADEMIC PENALTY

September 30, 2019: Last day for a full fee adjustment when withdrawing from **fall** and **fall/winter (full year)** courses (financial withdrawal). Withdrawals after this date will create no financial change to fall term fees and will result in a permanent notation of WDN appearing on your official transcript.

December 6, 2019: Last day for academic withdrawal from **fall** courses.

April 7, 2020: Last day for academic withdrawal from **fall/winter (full year)** courses.

REQUESTS FOR ACADEMIC ACCOMMODATIONS

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to the professor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

Religious obligation: write to the professor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

Accommodation for Student Activities: write to the professor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

Survivors of sexual violence: As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and its survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/sexual-violence-support/wp-content/uploads/Sexual-Violence-Policy-December-1-2016.pdf>

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

PETITIONS TO DEFER

Students unable to write a final examination because of illness or other circumstances beyond their control or whose performance on an examination has been impaired by such circumstances may apply within five working days to the Registrar's Office for permission to write a deferred examination. The request must be fully and specifically supported by a medical certificate or other relevant documentation. Only deferral petitions submitted to the Registrar's Office will be considered.

ADDRESSES (613-520-2600, phone ext.)

- Department of History (2828) 400 PA
- Registrar's Office (3500) 300 Tory
- Academic Advising Centre (7850) 302 Tory
- Paul Menton Centre (6608) 500 Unicentre
- Centre for Student Academic Support – Study Skills, Writing Tutorials, Bounce Back (3822) 4th fl Library

Application for Graduation Deadlines

- Spring Graduation (June): March 1
- Fall Graduation (November): September 1
- Winter Graduation (February): December 1