ELPS 540
Seminar in the History of Education: Globalization of Childhood

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Course Description
This course will examine the history of childhood from a global perspective. Over the course of the semester students will deepen their knowledge of historical experiences of children in various settings around the globe. Students will also grapple with the thorny and fascinating issues that emerge within this historical subfield. These range from questions related to the definition of the topic, such as (1) to what extent does one write histories of children or histories of childhood; (2) to what extent can we study “children” internationally and cross-culturally given the variety of ways that different cultures identify human life-stages; (3) relatedly, how are infancy and adolescence or youth related to childhood; (4) how has modernity and/or globalization reshaped childhood on national and/or global scales; and, (5) and, taking gender into consideration, asking whether is it even legitimate to write about childhood, as perhaps instead we should study boyhoods and girlhoods. The history of childhood also raises a host of methodological issues. For example, (6) can we study children without including their “voices” or documents produced by them; (7) given the paucity historical documents in archives produced by people under age 16 what other forms of evidence can we examine; (8) or, is there actually a surprisingly abundance of information on childhood out there that we only need to be clever enough to see and distill; (9) should we be concerned that it is overwhelmingly adults who write the history of childhood, and relatedly what service do studies of childhood perform for children themselves.

Reading List
The following books are available for order from the Loyola University Bookstore.

Ping-chen Hsiung, A Tender Voyage: Children and Childhood in Late Imperial China (Stanford University Press, 2005) ISBN: 0804757542


Additional required readings will be available through the library or posted on Sakai as PDF files.

**Learning Outcomes**

Students will develop an advanced understanding of the seminar topic, knowledge of the scholarly literature on it, and the methods of historical inquiry that can be used to study it.

In this course I place particular emphasis on (1) your gaining a basic understanding of the subject and (2) your developing knowledge or understanding of diverse perspectives, global awareness or other cultures. The course also emphasizes (3) your developing skill in expressing oneself orally and in writing and (4) learning how to find, evaluate and use resources to explore a topic in depth.

This course also aims to advance the mission of the Cultural and Educational Policy Studies (CEPS) program at Loyola University Chicago which seeks to provide a multi-disciplinary examination of education policy and practice with an overarching emphasis on social justice. Toward this end, this particular course advances the preparation of our students to meet the following program outcomes:

- CEPS graduates apply disciplinary (humanities, social science) perspectives to issues and questions in educational policy and practice.
- CEPS graduates possess an independent and specific area of expertise.
- CEPS graduates critically assess the methodological, epistemological and ethical foundations of research.

These outcomes and objectives are infused across this course with the intent of enacting and advancing the vision that *The School of Education of Loyola University Chicago is a community that transforms its members to impact urban and global communities through the principles of social justice.* This is also encapsulated in the SOE Conceptual Framework “Our mission is social justice, but our responsibility is social action through education,” which is similarly an orienting perspective in the design of this course. From this Conceptual Framework SOE faculty have developed four conceptual framework standards (CFS) ([http://www.luc.edu/education/mission/](http://www.luc.edu/education/mission/)). **CFS1:** Candidates critically evaluate current bodies of knowledge in their field is specifically assessed in this course via the final paper, which is to be submitted via Sakai and also uploaded to Livetext. In relation to the course, this paper will be graded according to the evaluative criteria included in the paper assignment; in relation to the student’s meeting of the CFS standard this assessment will be evaluated according to the rubric posted on Livetext.

The Loyola SOE expects its students to exhibit a commitment to professionalism, social justice and inquiry. In this course students will be assessed on the degree to which they meet these dispositional expectations, rubrics for which can be found in LiveText. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

**Student Feedback**

Throughout the semester, I eagerly welcome your input on any/all course-related issues. If you have comments or suggestions about the class and how it might be improved, please do let me know—do not wait until the end of the semester. I take student feedback seriously and am open to making adjustments as far as circumstances allow. At the end of the semester you will receive a request to evaluate the professor’s teaching using the online IDEA Campus Labs system. Please promptly respond to any emails you receive indicating that the evaluation is available. To learn more about IDEA or to access the website directly to complete your course evaluation go to: [http://luc.edu/idea/](http://luc.edu/idea/) and click on “Student IDEA Login” on the left hand side.
Course Requirements
Attendance is required; if you have to miss a class, you are required to write a reaction paper discussing one of the readings for that week – also please email me in advance, whenever possible, if you will be missing a class. The make-up assignment will afford you the chance to have some interaction with the professor regarding the topics and discussions covered in class. These 3-5 page (750-1250 word) papers should be submitted to the professor in person, as printed-out papers, within two weeks of the missed class. Please do NOT submit make-up papers via email or through Sakai. Failure to write make-up reaction papers for any class absences will result in your grade being lowered one letter grade. Missing two (2) or more classes over the course of the semester will significantly hinder your learning and – unless arrangements are made with the professor – will result in your grade being lowered.

If any students have children, or have some form of cherub, changeling or chattel under your care, I will assume that generally speaking you have arranged some form of childcare during our class sessions. However, if that childcare falls through or you have some other emergency we would prefer you to bring your kids to class as opposed to missing it yourself.

This course will use Sakai as the course management platform (http://sakai.luc.edu) and you must have working access to your Loyola email account in order to use Sakai and to access Loyola library resources (http://libraries.luc.edu). Either use your luc.edu address or set it to forward to another email account that you check regularly since the luc.edu email is the one I will use to communicate with you.

Generally speaking, across the semester we will be adopting a device-free classroom policy. This means that laptops, tablets and phones will not be in use in the classroom except when we have a particular class session that requires the use of online or electronic resources or activities. Please keep all devices in your bag. Generally speaking I prefer that cellphones remain off during class, however if you have a family or professional situation that necessitates your being reachable please let me know at the start of class. Notetaking should be done using pen and paper.

Some form of notetaking as you read in advance of class is also recommended; this will help you raise questions about the text, objections and the like during our class discussions. If you take advance notes electronically, please bring a paper print-out to class. You should read intelligently and critically: hold authors to the claims that they make about what they intend to accomplish; hold them accountable for faulty logic and unexamined assumptions; consider alternate explanations and views to the ones presented. Since class discussions will frequently refer to texts, you are required to bring paper copies of the readings to class. You will be graded on your participation in class discussions.

Pedagogical Orientation
This class is structured as a discussion-oriented advanced seminar. I see us as a community of scholars who are both teachers and learners at varying stages of development. As such, the class will be focused around the following learning principles:
• We all share a responsibility as learners (both teacher and students) for constructing and making sense of knowledge within our particular community of practice;
• We strive to appreciate and support multiple perspectives on knowledge and practice; and,
• We place great emphasis on the important role that peers play in the learning process, especially as it relates to helping one another decode, make meaning, and promote understanding of the subject.

I expect each of you to take an active role in your learning and to join me in making this a dialogic learning experience. As you may know, there are particularly significant visions of dialogic learning in the work of the Russian philosopher of language, Mikhail Bakhtin and in the work of the Brazilian philosopher and education Paolo Freire. Bakhtin held that any socio-cognitive event requires not just “taking turns” as in a conversation, but also a tension or conflict between interlocutors that is focused on the struggle to make meaning from various perspectives. Freire argued that a “banking” model of instruction devalues
students, seeing them as mere receptacles in which to deposit information, rather than recognizing them as full human beings with the capacity to inquire and to contribute to meaning-making. I encourage you to:

—Pose questions, interpret and construct knowledge through your interactions with everyone in the class, myself included.
—Strive to pick up on, elaborate and question what your colleagues are saying.
—Ask authentic questions for which you do not have a prespecified answer.
—Be willing to express disagreement with peers and with the professor in a respectful manner.
—Seek to engage one another’s responses by incorporating them into your questions or comments.
—Take responsibility for making the discussions useful and interesting.

Course Assignments, Evaluation & Grading
This class requires two in-class presentations and a final research paper. The first presentation (12.5% of your grade) will be a primary source analysis presentation. The second presentation will be a history of childhood book presentation (17.5% of your grade) taking place in one of the last two weeks of the semester. Your final research paper will constitute 40% of your grade and is to be an original research paper in the 5000-7000 word range on a topic relating to the history of childhood (considered globally). It can address any time period and any national / subnational / regional context. Your paper should be a historical study that relies in some measure on the analysis of primary source material. In class we will discuss kinds of primary source material that you can draw on (inclusive of and in addition to archival sources). Your paper should also be grounded in the secondary scholarly literature on the topic you choose to explore. Reference to secondary literature allows you to establish to your readers (a) that you are well read in the area, and (b) that your findings and interpretations are unique and a contribution to the field. Over the course of the semester we will devote extensive attention to the development of a research project of this nature. Additional information about all of these assignments will be distributed in class.

Your participation grade will compose the remaining 30% of your course grade. It will be reflective of your engagement in class discussions and the insights and questions on assigned readings that you contribute towards your own and the entire class' enlightenment. A rubric for assessing class participation is posted on Sakai. Half way through the course (mid-March) the Professor will provide you with feedback on your class participation to-date. The professor reserves the right to add specific additional assignments that will be factored into your participation grade. Except in very unusual circumstances, relating to family issues, health problems and the like, grades of "Incomplete" will not be given in this course.

Please do not hesitate to take advantage of Loyola’s Writing Center (located at WTC and LSC). Tutors through the Writing Center can be an excellent resource for assistance with strengthening your writing. Info at [http://www.luc.edu/writing/index.shtml](http://www.luc.edu/writing/index.shtml). I too am happy to set up office hours to talk about your writing and offer assistance. I will provide advance feedback on your final paper for anyone wishing to submit a complete draft two weeks in advance of the submission deadline.

SOE and University Policies
At the following link [http://luc.edu/education/syllabus-addendum/](http://luc.edu/education/syllabus-addendum/) you may find the SOE and Loyola University Chicago policies relating to Accessibility, Conceptual Framework, EthicsLine Reporting Hotline, and Electronic Communication Policies and Guidelines.

Academic Honesty
Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The university’s policies on academic honesty are located in the syllabus addendum link above. To plagiarize is to present someone else's writing or ideas
as your own and will not be tolerated. There are several good "How not to plagiarize" guides available on the web, such as [http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize](http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize). In class we will discuss how to cite and include the work of others in your own writing. Please also note that submitting the same paper or pieces of the same papers to meet the course requirements for two or more LUC courses is also academic dishonesty and will not be tolerated.

**Course Schedule and Readings**
The course schedule below shows required readings for each weekly unit.

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<tr>
<th>Monday January 15</th>
<th>No Class - MLK Day</th>
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<tr>
<td>Monday January 22</td>
<td>Film to be shown in class: Babies (2010)</td>
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<td>Monday January 29</td>
<td>Hsiung, A Tender Voyage</td>
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<td>Monday February 5</td>
<td>Aries, Centuries of Childhood</td>
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<td>Monday February 12</td>
<td>Stearns, Childhood in World History</td>
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| Monday February 19 | Online Class Discussion  
Films: Pre-School in Three Cultures Revisited (2009) To Be and To Have (2002) |
| Monday February 26 | Fass, End of American Childhood |
| Monday March 5 | No Class - LUC Spring Break |
| Monday March 12 | Turmel, A Historical Sociology of Childhood |
| Monday March 19 | Fruhstuck, Playing War |
| Monday March 26 | No Class - CIES Conference  
Wozniak Lecture, March 27th |
| Monday April 2 | Online Class Discussion  
Films: TBD |
| Monday April 9 | Silova, Piattova & Millei Childhood and Schooling in (Post) Socialist Societies |
| Monday April 16 | Student Book Presentations I |
| Monday April 23 | Student Book Presentations II |
IDEA Course Evaluation Link for Students
Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: http://luc.edu/idea/ and click on STUDENT IDEA LOGIN on the left hand side of the page.

Dispositions
All students are assessed on one or more dispositional areas of growth across our programs: Professionalism, Inquiry, and Social Justice. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText
All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: LiveText.

Syllabus Addendum Link
- www.luc.edu/education/syllabus-addendum/

This link directs students to statements on essential policies regarding academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – Social Action through Education.