**Raising America’s Future: Childhood, Health and the Formation of American Social Policy**

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T/Th 2-315 Dewey Room

Office Hours

On zoom Wednesdays at 11am until the history office is renovated

Link here

Join Zoom Meeting [https://rochester.zoom.us/j/94498984911](https://www.google.com/url?q=https://rochester.zoom.us/j/94498984911&sa=D&source=calendar&usd=2&usg=AOvVaw1d1ztb7FIH2OymscIAwarz) Meeting ID: 944 9898 4911

After mid-October, plan to be in person on Thursdays at 1230

**Course Description**

This course explores the relationship between changing perceptions of childhood and the development of social policies over the course of the nineteenth and twentieth centuries in the United States. It asks questions such as: what is childhood and how is that determined, how and why were certain children allowed to experience a protected time of growth and discovery, while others did not, and how do perceptions of childhood impact social policy. Childhood is a social rather than biological category and examining its construction and political uses will be at the core of this seminar. We will explore the history of children and childhood through in-depth historical readings and primary source analysis. We will read and discuss literature in the history of childhood and youth, which highlights the agency of children as policy actors. We will also analyze how one can recreate the voices of children, whose first-person accounts were often not documented or preserved.

**Course Objectives** Students will critically engage with historical scholarship on children and childhood, especially pertaining to the development of social policy, gaining knowledge of the lived experiences of children as well as the ways in which perceptions of childhood have shifted over the past century and a half. This course will also foster basic skills in history, including writing a book review and developing skills in archival research and analysis.

**Skills:**

* Recognizing the unique voices and history of children as policy actors
* Centering voices of children and youth
* Writing a book review
* Experience in primary source analysis and in group research projects

ATTENDANCE: Attendance is important for your success. You are expected to arrive prepared to class, and if you cannot attend, email in advance. You may be asked to submit a short response to the reading in lieu of attendance. If you have 3 or more absences throughout the semester, depending on the circumstance, your grade may be impacted beyond losing points in the participation rubric.

ACADEMIC HONESTY:

All assignments and activities associated with this course must be performed in accordance with the University of Rochester's Academic Honesty Policy. Cheating and plagiarism are serious offenses and will be treated as such. Anyone who engages in such activities will be turned over to the College Board on Academic Honesty for disciplinary action, as outlined at http://www.rochester.edu/College/honesty/. For a helpful discussion of plagiarism (including subtle instances), see the American Historical Association’s ‘Defining Plagiarism,’ <https://www.historians.org/teaching-and-learning/teaching-resources-for-historians/plagiarism-curricular-materials-for-history-instructors/defining-plagiarism>.” If there is any question or concern please contact the instructor for clarification.

STATEMENT OF ACCOMMODATION:

The University of Rochester respects and welcomes students of all backgrounds and abilities. In the event you encounter any barrier(s) to full participation in this course due to the impact of disability, please contact the Office of Disability Resources. The access coordinators in the Office of Disability Resources can meet with you to discuss the barriers you are experiencing and explain the eligibility process for establishing academic accommodations. You can reach the Office of Disability Resources at: disability@rochester.edu; (585) 276-5075; Taylor Hall.

**University of Rochester COVID-19 regulations:** The University is committed to protecting the health and safety of the entire community – students, faculty and staff. As a public health professor, I highly recommend wearing a mask when sharing space in crowded indoor and unventilated settings. We follow university guidance for requirements.

Disclaimer: The instructor reserves the right to change topics and assignments on the syllabus at any point in the semester. Any changes will be announced in class and posted on Blackboard.

Seminar Participation and Grading:

This is a seminar course in which active, well-prepared student participation is expected. Reading should be done in advance of the seminar, not during, and students should come prepared for an informed discussion. The course is primarily designed so the bulk of the reading and discussion are planned for Tuesdays, with alternative or combined activities on Thursdays. I will try to have the heftier readings scheduled to be prepared for Tuesdays, but you will still need to read for some Thursday sessions.

Grade scale is as follow:

A = 93-100

A- = 90-92

B+ = 87-89

B = 83-86

B- = 80-82

C+ = 77-79

C = 73-76

C- = 70-72

D+ =67-69

D = 63-66

D- =60-62

**Verbal Participation**: Total 15%

Participation: 10 %

Leading an in-class discussion: 5% (**Tuesdays** **only with the one exception of Thursday Oct 13)**, coming prepared with a short overview, and questions for class discussions, identifying themes in the history of childhood to tie to other topics. In pairs)

**Book Review 25%**

* 1. Identify a book review of a book we’ve read or are reading in class. Read the book review and write 300 words about the book review’s structure, what it does and doesn’t do and whether you find it useful and why. (2.5) Due September 20
  2. Identify a book on the history of childhood in the United States, broadly construed. Submit name of book and 200-500 words why you choose it to the instructor by September 27th (2.5)
  3. Submit your notes on the book (handwritten, post -it notes, typed) by October 12th (no points but lose 5 points if missing)
  4. 750-1200 word book review due on blackboard (20 pts) October 18th

**Archive Group Project**: Total 20%

1. Identify certain kinds of documents in (pre-defined) collections, group uploads them to a wiki style website to share with class and explain their important (3 different kinds of documents and must have some historical significance)
2. Answer specific questions and presents findings in groups (total presentation under 20 mins, no more than 8 slides) (10pts)
3. Individually submit 1 page analysis of an archival source you found and ground in in larger questions in the history of childhood and policy (10pts)
4. More guidance will be uploaded throughout the semester onto blackboard

**Final Paper:** 40%

For 203 students: Option is: Short historiographic essay 8 pages or research essay (can be on archival work) of similar length (at least 8 double spaced pages)

203 W students **must** write 15-20 page research essay. For writing credit, students much submit draft, get feedback and substantially incorporate the feedback for the revisions. Will need to plan individually with instructor for a timeline. All drafts must be submitted by December 6th.

Assignments:

Final Paper : Due on blackboard by December 16th at 5pm.

Two options for the 203 Students Only

1. Historiographic quibbles: Choose a debate in the history of childhood, outline stakes and background, analyze evidence and voice an informed opinion. Some samples include
   * 1. Wayne Carp criticizing Zelizer on her adoption takes
     2. History of childhood vs children
     3. Satanic panics – are historians underplaying actual abuse? (Ross Cheit vs Richard Beck and others)
     4. Any topic approved by instructor
2. Final research paper incorporating primary source analysis on topic of choice (approved by instructor)

**Seminar Schedule:**

September 1 (Thursday)

Overview, Introduction:

5 questions for historians of childhood? <https://www.encyclopedia.com/children/encyclopedias-almanacs-transcripts-and-maps/history-childhood>

Why should I care about a book review?

September 6 (Tuesday)

Read: Steven Mintz,Why the History of Childhood Matters, The Journal of the History of Childhood and Youth, Volume 5, Number 1, Winter 2012, pp. 15-28

Huck’s Raft Invention of the Middle Class Child Chapter 4

September 8 (Thursday)

Visit to Miner Library Archives with formal instruction with archivist Meredith Gozo

September 13 (Tuesday)

Wilma King, Stolen Childhood, Introduction, Chapters 3(“‘Us Ain’t Never Idle:’ The Work of Enslaved Children and Youth”)

Frederick Douglass, Autobiography: 1-4; 26-28

Optional, Mintz, Chapter 5 -Childhood In Bondage.

September 15 (Thursday)

Lynn Sacco “Sanitized for Your Protection Medical Discourse and the Denial of Incest in the United States, 1890–1940”

-*What books reviews have you found? Where are you looking*?

September 20 (Tuesday)

Zelizer, Pricing the Priceless Child Introduction and Chapter 1.

September 22 (Thursday) Syrett “I Did and I Don’t Regret It”: Child Marriage and the Contestation of Childhood in the United States, 1880–1925

-*What books will you review? How will you choose? How do you take notes?*

September 27 (Tuesday) Babies Made us Modern (Intro and Chapter 4 and 5)  
September 29 (Thursday) Janet Golden Baby Books Workshop

October 4 (Tuesday) Mintz, Huck’s Raft, Save the Child. Anthony Platt, “Rise of the Child Saving Movement”  
October 6 (Thursday) Archives. No class. I’ll be at the archives to offer any guidance/support.

October 11 (Tuesday) NO CLASS FALL BREAK  
October 13 (Thursday) Platt, Child Savers Chapters 5 and “Reconsidered” 193-200 - ***Trouble shoot book reviews***

October 18 (Tuesday) Tera Agyepong. Criminalization of Black Children, Intro, Chapter 1.

October 20 (Thursday) Doroshow (zoom visit), Residential Treatment and the Invention of the Emotionally Disturbed Child in Twentieth-Century America

October 25 (Tuesday) Raz Psychiatrists and the Transformation of Juvenile Justice in Philadelphia, 1965–1972

October 27 (Thursday) Archives. No Class.

November 1 (Tuesday) Ian Hacking Making and Molding Child Abuse, Critical Inquiry   
November 3 (Thursday) Archives. No Class.

November 8 (Tuesday) Raz, Abusive Policies, Chapters 3-4.

November 10 (Thursday)

Group Presentations of Archive Work

November 15 (Tuesday) Paul Renfro Keeping Children Safe is Good Business: The Enterprise of Child Safety in the Age of Reagan

And Renfro, Milk Carton Kids.

Raz and Renfro, Wash Post Op-ed, discussion

November 17 (Thursday) Laura Biggs Taking Children, intro, chapter 4, conclusion.   
November 22 (Tuesday) Satanic Panics – We Believe the Children intro; Jenkins, Moral Panic, intro and Chapter 6.

November 24 (Thursday) Thanksgiving, No class

November 29 (Tuesday) Kyle Riismandel, “‘Say You Love Satan’: Teens and Popular Occulture in 1980s America,” in *Growing Up American: Youth and Politics Since 1945*; Ch. 2 in *Teenage Dreams: Girlhood Sexualities in the US Culture Wars*, pg. 31-58

December 1 (Thursday) Prescott, A Doctor of their Own, Chapter 3 and Conclusion

December 6 (Tuesday) Jules Gill-Peterson, Depathologizing Trans Childhood

Conversation with adolescent medicine doctor Dr Kate Greenberg

December 8 (Thursday) Future directions in the history of childhood. 2022 Histories of Childhood (readings tbd)

December 13 (Tuesday) No class. Work on final papers