

# NCLC 312 – C01 *Images & Experiences of Childhood*

Summer 2015

MTWR 10:00 am – 12:15 pm

RSCH 201

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Enterprise 407

Office Hours by appointment

This multidisciplinary course considers childhood from a number of different perspectives, with the goal of realizing the various images and experiences of childhood throughout history. Using the humanities and social sciences, as well as contemporary media and popular culture, students will examine the cultural beliefs and values which define this crucial stage in human development and explore issues of adversity and resiliency in childhood. *This course earns 1 credit of experiential learning and students must successfully complete the experiential learning component to pass the course.*

## LEARNING OBJECTIVES

- Comprehend that the images and experiences of childhood have varied throughout history, as well as culturally and geographically.
- Understand how demographics, politics, religion and economics have shaped our changing images and experiences of childhood.
- Discuss the various dimensions of adversity in childhood and investigate children's levels of vulnerability and resiliency in the face of these difficulties.
- Examine the interventions of adults, historical and contemporary, to improve children's lives.
- Develop a range of skills, tools and questions for analyzing various texts relating to childhood.
- Demonstrate college-level oral and written communication skills.
- Apply skills that will facilitate collaborative learning.

## NCLC 312 REQUIRED TEXTS

- *Shattered: Stories of Children & War*, Jennifer Armstrong
- *Children & Childhood in Western Society Since 1500* (2<sup>nd</sup> edition), Hugh Cunningham
- *Room*, Emma Donoghue
- *The Giver*, Lois Lowry

## COURSE ASSESSMENT:

- Participation 15%
- In-class Test 30%
- Analytic Essay 25%
- Experiential Learning 30%

**Participation** = 15%. Collaborative learning is an important feature of New Century College learning communities. Students are expected to attend class (arriving on time and remaining until the end of the session), to participate actively and responsibly, and to hand in all assignments when due. Students are expected to read and be prepared to discuss the assigned texts.

**In-class Test** = 30%. There will be an in-class exam on prior material covered (historical context).

**Analytic Essay** = 25%. This essay will analyze your learning in the course using textual evidence. A detailed description of requirements will be given out.

**Experiential Learning** = 30%.

You will interview fifteen people, males and females, of varying ages. You will submit fifteen interview transcripts and a final summary & analysis paper. Included in your interview group should be someone:

- Between the ages of 19 - 30
- Between the ages of 31 - 45
- Between the ages of 46 – 59
- Over the age of 60
- Born outside the USA
- Raised outside the USA

You need to ask the following questions of everyone during your interviews, and you may ask others that are relevant to the conversation and our class themes.

- How would you describe yourself as a child (shy, energetic, studious, serious, silly, scared, etc.)?
- What is a pleasant memory from your childhood?
- Do you feel you faced any sort of adversity as a child (poverty, bullying, illness, violence, danger, etc.)? If so, do you mind sharing that experience?
- Who were major influences or role models for you as a child?
- Can you remember a specific experience or incident when you realized you were no longer a child? Tell more if so.
- On a scale of 5 – 1, with 5 being “excellent” and 1 being “poor”, how would you rate your childhood overall?
- Has the world changed since you were a child? How so or not?
- Do you have any regular interaction with children in your life? How so?
- Are children today different then when you were a child? How so or not?

After each interview you should have a typewritten transcript of the interview that includes the questions and answers in their entirety (either tape record the interview – with the interviewee’s permission – and then transcribe the recording, or take detailed notes of the interviewee’s responses to your questions and type the responses up immediately afterward).

Upon conducting all five interviews, you will write a 4 - 6 page summary and analysis of the entire interview process. In this, you will reflect on the interviews themselves:

- Discuss how you chose your participants and each person’s comfort-level during the interview.
- What was difficult, what was easy, what was surprising, what was expected, etc.?
- Were any questions particularly hard for them to answer?
- Did any seem “favorites” that they enjoyed answering?
- What similarities and differences do you see among all answers given?
- Can you detect any patterns, and if so, what are they and what do you think produced them?
- How did this exercise connect to course topics and/or texts?
- What did this exercise add to your understanding of the images and experiences of childhood?

→ **Late Work**. Papers and other assignments are to be turned in to the instructors at the beginning of class on the day due. **Late work will be reduced one letter grade per day late**. No work will be accepted over one week late without a valid written medical excuse or notice of death in the family. Please do not plan to turn work in to your instructor’s mailbox unless you have specific permission to do so. Unless specifically stipulated, work should be submitted in class in hard copy format; emailed and faxed material is not acceptable.

**Last Day to Add = July 1, 2015**

**Last Day to Drop = July 6, 2015**

**Elective Withdrawal Period = July 7-13, 2015**

## WRITTEN ASSIGNMENT GRADING STANDARDS

All assignments are due at the beginning of class as noted in the daily schedule and must be typed using 11 or 12 point font and one-inch margins, double-spaced, and stapled. You must correctly and consistently use a recognized citation style, such as MLA, APA, Chicago Manual, etc. For a summary of the styles, visit <http://classweb.gmu.edu/nccwg/researchguide.htm>. As in all classes, you should keep a copy of all work submitted for possible use in your graduation portfolio.

### Score of A: Superior

- Addresses the topic fully and explores the issue thoughtfully.
- Shows substantial depth, fullness and complexity of thought.
- Demonstrates clear, focused, coherent, and logical organization.
- Is fully developed and detailed. The point is clear and well stated.
- Good introduction with clear thesis statement, and an effective conclusion.
- Evidences superior control of diction, syntactic variety, and transition between paragraphs; only a few minor flaws.
- Integrates evidence from texts to support ideas and arguments.
- Proper citation of texts using a standard citation method.

### Score of B: Strong

- Clearly addresses the topic and explores the issue.
- Shows some depth and complexity of thought.
- Is effectively organized. Easy to follow and understand.
- Is well developed, with supporting detail. Logically coherent.
- Demonstrates control of diction, syntactic variety, and transition; may have a few minor mechanical flaws.
- Proper citation of texts using a standard citation method.

### Score of C: Competent

- Adequately addresses the topic and explores the issue.
- Shows clarity of thought but may lack complexity.
- Is organized. Can be followed with some difficulty.
- Is adequately developed, with some detail. Some logical fallacies or incoherent sentences/paragraphs.
- Demonstrates competent writing; shows some flaws in syntax and grammar.
- Proper citation of texts using a standard citation method.

### Score of D: Weak

- May distort or neglect parts of the topic.
- May be simplistic or stereotyped in thought.
- May demonstrate problems in organization.
- May have generalizations without supporting detail or detail without generalizations; may be undeveloped. Logically flawed; several incoherencies.
- May reveal patterns of flaws in language, syntax or mechanics.
- Improper citation method.

### Score of F: Inadequate

- Demonstrates serious inadequacy in addressing the topic.
- Fails in its attempts to discuss the topic. Illogical.
- May be deliberately off-topic. Extremely difficult to follow.
- Is so incompletely developed as to suggest or demonstrate incompetency.
- Is wholly incompetent mechanically.
- Improper citation method.

## WEEKLY SCHEDULE

*Some adjustments to the assignments and/or weekly schedule may be made during the semester and it is the responsibility of students to stay informed about possible changes in activities or assignments.*

### WEEK ONE

- 6/29: **Introduction to the course / Expectations**
- 6/30: **Historical Perspective of Childhood**  
Discuss Cunningham Chapters 1 & 2
- 7/1: Discuss Cunningham Chapters 3 & 4  
Images of Childhood: Middle Ages – 19<sup>th</sup> Century
- 7/2: Discuss Cunningham Chapters 5 & 6

### WEEK TWO

- 7/6: Images of Childhood: Jacob Riis and Lewis Hine  
View & discuss *Orphan Trains* (60 min)
- 7/7: View & discuss *Stuck* (90 min)
- 7/8: Discuss Cunningham Chapters 7 & 8
- 7/9: View & discuss *The End of Childhood?* and *Consuming Kids* (66 min)

### WEEK THREE

- 7/13: Cunningham review
- 7/14: \*In class test
- 7/15: ***Adversity & Resiliency***  
Review the adversity & resiliency handout  
Discuss *Shattered: Stories of Children & War*  
View & discuss *Wounded Places* (42 min)
- 7/16: View *Children of Heaven* (90 min)  
\*Analytic Essay assigned

### WEEK FOUR

- 7/20: Discuss *Room*  
\*Essay due
- 7/21: View & discuss *Are We Crazy About Our Kids* (32 min)
- 7/22: Discuss *The Giver* and *How to Land Your Kids in Therapy*  
View & discuss *Hyper Parents & Coddled Kids* (45 min)
- 7/23: Course Wrap-up & Evaluations  
\*EL Project due  
\*Final Reflective Essay assigned

### WEEK FIVE

- 7/27: Make-up day (if needed)