**INTS 312 – 001 *Images & Experiences of Childhood***

**Spring 2019 Tuesday/Thursday 1:30 – 2:45pm Innovation 215G**

## Kelly Dunne, Instructor

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## Office Hours by appointment

This multidisciplinary course considers childhood from different perspectives, with the goal of understanding the various images and experiences of children throughout history. Using historical texts and contemporary media, students examine the cultural beliefs and values which define this stage of human development, as well as explore issues of adversity and resiliency in childhood.

**Learning Objectives**

* Comprehend that the images and experiences of childhood have varied throughout history.
* Understand how demographics, politics, religion and economics have shaped our changing images and experiences of children.
* Examine the various dimensions of adversity in childhood and investigate children’s levels of vulnerability and resiliency in the face of these difficulties.
* Develop a range of skills, tools and questions for analyzing various texts relating to childhood.
* Demonstrate college-level oral and written communication skills.

Required Texts

* *Children & Childhood in Western Society Since 1500* (2nd edition), Hugh Cunningham
* *The Giver*, Lois Lowry
* *Wonder*, R.J. Palacio
* *Helping Children Succeed: What Works & Why*, Paul Tough

**Course Assessment:**

* Participation 10%
* Test 25%
* Open-Book Quiz 20%
* Analytic Essay 20%
* Experiential Learning 25%

**Participation** = 10%. Students are expected to attend class (arriving on time and remaining until the end of the session), to read and be prepared to discuss the assigned texts, and to participate actively and responsibly. Laptops or tablets are permitted for the purpose of note-taking only: engaging in activities that are unrelated to class is disrespectful to your peers and instructor and will result in a deduction in your participation grade.

**Test** = 25%. There will be an in-class test (no notes or texts allowed) on the historical context material.

**Open-Text Quiz** = 20%. There will be an in-class open-text quiz on *Helping Children Succeed: What Works & Why* by Paul Tough.

**Analytic Essay** = 20%. This essay will analyze your learning using textual evidence. A detailed description of requirements can be found on Blackboard.

**Experiential Learning** = 25%.

You will conduct **in-person** interviews with twelve people of different ages and genders. You will submit twelve interview transcripts and one final summary & analysis paper. Skype and FaceTime interviews are allowed; interviews conducted by email, telephone or text are not acceptable. Your interview group should include at least two people that fall into each of the below categories:

|  |  |  |  |
| --- | --- | --- | --- |
| \*Between the ages of 19 - 30 | \*Between the ages of 31 - 45 | \*Between the ages of 46 – 59 | \*Over the age of 60 |

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?
* 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.
* 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?
* 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 complete a typewritten transcript 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. Each transcript should list the subject’s age & gender, but no other identifying information.

Upon conducting all twelve interviews, you will write a 4 - 6 page summary and analysis of the entire interview process.

* Discuss how you chose your participants and each person’s comfort-level during the interview.
* What was difficult, what was easy, what was expected, what was surprising?
* Were any questions particularly hard for the participants to answer?
* Did any questions seem “favorites” that they enjoyed answering?
* What similarities and differences do you see among all participants’ answers?
* 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?

**POLICIES**

**Enrollment Statement**: Students are responsible for verifying their enrollment in this class.

* Last Day to Add = January 29, 2019
* Last Day to Drop = February 12, 2019
* Student Self-Withdrawal Period ends = February 25, 2019
* Selective Withdrawal Period ends = March 25, 2019

**Late Work**: Assignments will be reduced one letter grade per day late (including Saturdays & Sundays). No work will be accepted over one week late without a prior approved extension.

**Academic Integrity**: The integrity of the University community is affected by the individual choices made by each of us. Mason has an Honor Code with clear guidelines regarding academic integrity. 1) All work submitted be your own. 2) When using the work or ideas of others, including fellow students, give full credit through accurate citations. 3) If you are uncertain about the ground rules on a particular assignment, ask for clarification**. No grade is important enough to justify academic misconduct**. Plagiarism means using the exact words, opinions, or factual information from another person without giving the person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes. Paraphrased material must also be cited, using MLA or APA format. A simple listing of books or articles is not sufficient. Plagiarism is the equivalent of theft of intellectual property and cannot be tolerated in the academic setting. If you have any doubts about what constitutes plagiarism, please see me.

**Disability Accommodations**: If you have a documented learning disability or other condition that may affect academic performance you should: 1) make sure this documentation is on file with Disability Services (SUB I, Rm. 4205; 993-2474; http://ods.gmu.edu) to determine the accommodations you need; and 2) talk with me by the second week of class to discuss your accommodation needs.

**Privacy:** [Student privacy](http://registrar.gmu.edu/facultystaff/student-privacy/) is governed by the [Family Educational Rights and Privacy Act (FERPA)](http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html) and is an essential aspect of any course.  For that reason, students are required to use their Mason email to receive important University information, including communications related to this class. I cannot respond to messages sent from, or send messages to, a non-Mason email address.

**Diversity & Inclusion**: The School of Integrative Studies, an intentionally inclusive community, promotes and maintains an equitable and just work and learning environment. We welcome and value individuals and their differences including race, economic status, gender expression and identity, sex, sexual orientation, ethnicity, national origin, first language, religion, age, and disability.

Mason is committed to creating a campus that is free of sexual misconduct and incidents of interpersonal violence in order to promote community well-being and student success. As a faculty member, I am required to report any such incidents involving Mason students when I become aware of them.

**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.

1/22: Introduction to the course / Expectations

1/24 **Historical Perspectives of Childhood**

 Cunningham Introduction & Chapter 1

1/29 Cunningham Chapter 2

1/31 Cunningham Chapter 3

2/5 Cunningham Chapter 4

2/7 Cunningham Chapter 5

Images of Childhood: Middle Ages – 19th Century

2/12 Cunningham Chapter 6

Images of Childhood: Jacob Riis and Lewis Hine

2/14 *Orphan Trains* (documentary)

2/19 Cunningham Chapters 7

2/21 Cunningham Chapters 8

2/26 *Consuming Kids* (documentary)

2/28 *Consuming Kids* (documentary)

3/5 Test review

3/7 \*In-class test

3/12 No class – Spring Break

3/14 No class – Spring Break

3/19 **Adversity & Resiliency in Childhood**

 \*In-class open book quiz on Tough text

3/21 Adversity & resiliency matrix

 Tough text

3/26 *DNA Is Not Destiny* (documentary)

 *Using Science to Coach Caregivers* (Harvard Center for Child Development)

 Tough text

3/28 *Are We Crazy About Our Kids* (documentary)

 Tough text

4/2 *Wonder* (novel)

4/4 *Wonder* (novel)

4/9 *Children of Heaven* (film)

4/11 *Children of Heaven* (film)

4/16 No class

4/18 No class

\*Analytic Essay due

4/23 *Remote Control: Children, Media Consumption & the Changing American Family* (documentary)

 *Primal Screens* (article on Blackboard)

4/25 *Hyper Parents & Coddled Kids* (documentary)

4/30 *The Giver* (novel)

5/2 Course Wrap-Up & Evaluations

\*EL Project due