# Course Schedule

Important: ALL TIMES EASTERN - Please see the [University Policies](#) section of your Course Outline for details

<table>
<thead>
<tr>
<th>Week</th>
<th>Readings and Other Assigned Material</th>
<th>Activities and Assignments</th>
<th>End/Due Date</th>
<th>Weight (%)</th>
</tr>
</thead>
</table>
| **Week 1:**  
Introduction to Course Objectives | | | | |
| | | | | |
| **Week 2:**  
The Welfare of Children and Youth in Canada's Past and Today | | | | |
**Week 3: Children and Youth in Families**


Groups for Past and Present Childhoods Workshop will be created by Technical Support Check after Friday, May 20, 2022 at 4:30 PM Contributes to 15% Class discussions in Course Content

**Sunday, May 22, 2022 at 11:55 PM [See Discussion Portfolio]**

**Week 4: Children and Youth in Schools and Institutions**

Veronica Strong-Boag, "'Forgotten People of All the Forgotten': Children with Disabilities in English Canada from the Nineteenth Century to the New Millennium," in *Lost Kids*, pp. 33-50.


Museum of Childhood and Youth Part I Sunday, May 29, 2022 at 11:55 PM 10% Class discussions in Course Content

[See Discussion Portfolio]
Week 5: Migration and Adoption of Children and Youth


Week 6: Working Children and Youth


Week 7: The Health of the Child and Nation

Mona Gleason, “‘Lost Voices, Lost Bodies’? Doctors and the Embodiment of Children and Youth in English Canada from 1900 to the 1940s,” in *Lost Kids*, pp. 136-153.

Wendy Frisby, Ted Alexander, and Janna Taylor, “Play Is Not a Frill: Poor Youth Facing the Past, Present, and Future of Public Recreation in Canada,”


Adams, M. L. (2002). Constructing normal citizens: Sex advice for postwar...

**Week 11: Research Week**

RESEARCH WEEK (This week is designed to provide you with space and time to complete your Changing Concepts of Childhood Essay.)

**Week 12: Concluding Thoughts on Changing Concepts of Childhood**


**Content**
[See Discussion Portfolio]

**2022 at 11:55 PM**

**Part of**

**Individual Response to Past and Present Childhoods Workshop**

**Sunday, July 17, 2022 at 11:55 PM**

**Contributes to 15%**

**Class discussions in Course Content**
[See Discussion Portfolio]

**Sunday, July 24, 2022 at 11:55 PM**

**Contributes to 15%**

**Discussion and Workshop Engagement Portfolio**

**Sunday, July 24, 2022 at 11:55 PM**

**15%**

**Final Integrative Assignment**

**Tuesday, July 26, 2022 at 11:55 PM**

**35%**
There is no final examination for this course
Contact Information

Announcements

Your instructor uses the Announcements widget on the Course Home page during the term to communicate new or changing information regarding due dates, instructor absence, etc., as needed. You are expected to read the announcements on a regular basis.

To ensure you are viewing the complete list of announcements, you may need to click Show All Announcements.

Discussions

A General Discussion topic* has also been made available to allow students to communicate with peers in the course. Your instructor may drop in at this discussion topic.

Contact Us
<table>
<thead>
<tr>
<th>Who and Why</th>
<th>Contact Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instructor and TA</strong></td>
<td>- Course-related questions (e.g., course content, deadlines, assignments, etc.)</td>
</tr>
<tr>
<td></td>
<td>- Questions of a personal nature</td>
</tr>
<tr>
<td><strong>Technical Support, Centre for Extended Learning</strong></td>
<td><strong>Post your course-related questions</strong> to the <a href="mailto:aemurray@uwaterloo.ca">Ask the Instructor</a> discussion topic*. This allows other students to benefit from your question as well.</td>
</tr>
<tr>
<td></td>
<td><strong>Questions of a personal nature</strong> can be directed to your instructor.</td>
</tr>
<tr>
<td></td>
<td>Instructor: Allison Murray</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:aemurray@uwaterloo.ca">aemurray@uwaterloo.ca</a></td>
</tr>
<tr>
<td></td>
<td>Office hours: By appointment</td>
</tr>
<tr>
<td></td>
<td>Your instructor checks email and the <a href="mailto:learnhelp@uwaterloo.ca">Ask the Instructor</a> discussion topic* frequently and will make every effort to reply to your questions within 24–48 hours, Monday to Friday.</td>
</tr>
</tbody>
</table>

Include your full name, WatIAM user ID, student number,
- Technical problems with Waterloo LEARN and course name and number.

Technical support is available during regular business hours, Monday to Friday, 8:30 AM to 4:30 PM (Eastern Time).

IST Knowledge Base: For Students

<table>
<thead>
<tr>
<th>Learner Support Services, Centre for Extended Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>• General inquiries</td>
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<tr>
<td>• Examination information</td>
</tr>
</tbody>
</table>

Include your full name, WatIAM user ID, student number, and course name and number.

*Discussion topics can be accessed by clicking Connect and then Discussions on the course navigation bar above.
Course Description and Learning Outcomes

Course Description

Childhood has changed as a social and cultural concept. This course will trace these changes examining sociological, psychological, cross-cultural, historical, and political factors.

Childhood is sometimes viewed as ‘natural’ and unchanging. An understanding of childhood through the study of history and the social sciences teaches us that it is constructed daily and differently. Class, race, gender, sexuality, religion, (dis)ability, and more, shape how children and young people experience life. This course examines past childhoods in North America, primarily Canada, from the late nineteenth century to the present as a way of gaining insight into the issues confronted by today’s children and young people. We can better understand and confront issues today if we know, for example, that work, both paid and unpaid, has always been part of young people's experiences or that anxiety around ‘proper’ families has been commonplace over many decades. Our readings, lectures, small group activities, and assignments aim to foster a deeper understanding of childhood as a socially constructed idea. Our examination of representations of children and youth emphasizes the critical reading of news, film, artifacts, policy, and first person accounts to ask how parents, politicians, doctors, teachers, and experts, among others, determined who and what was 'normal' and 'abnormal' regarding childhood. We will juxtapose what adults said about children and youth and how children and youth experienced their own worlds.
Learning Outcomes

After completing this course, you will be able to:

- recognize how childhood is socially constructed by social institutions, ‘experts,’ the state, and more, within different social contexts;
- identify how the concepts and lives of children have changed or remained constant over time;
- identify and explain the significance of historical events for understanding childhood;
- source and interpret the meaning of primary evidence about childhood; compare and contrast past childhoods with present conceptions of childhood;
- define how historical knowledge of childhood changes our understanding of contemporary child welfare issues and initiatives,
- describe how childhood has been and continues to be shaped by gender, class, race,
sexuality, religion, (dis)ability, and more;

- locate and interpret secondary sources for understanding childhoods over time; and
- name the elements of a strong research paper and demonstrate this knowledge by writing a paper on changing concepts of childhood.

This online course was developed by Dr Kristina Llewellyn, with instructional design and multimedia development support provided by the Centre for Extended Learning. Further media production was provided by Instructional Technologies and Multimedia Services.
About the Course Author/Instructor

Course Author — Dr Kristina Llewellyn

The course author as a child.  
© University of Waterloo

I am an Associate Professor of Social Development Studies at Renison University College, University of Waterloo. I am affiliated/associated faculty with the Department of History, Department of Sociology and Legal Studies, and the Games Institute at the University of Waterloo. My primary area of expertise is the history and sociology of education, with a focus on teachers, youth, and equity.

In all my teaching, I want students to recognize systemic power inequalities, the need to question unjust ‘truths,’ and the possibility to make changes with collective action. I strive to create an educational environment on campus and online that validates students’ diverse knowledge base and makes connections between individual experience and political
reality. The establishment of a community of learners is paramount to the success of any course. Students are called upon to be active participants in their own learning and in the learning community. One of my primary teaching goals is to foster positive relationships among all participants in a course.

Prior to starting at the University of Waterloo in 2009, I completed a SSHRC Post-Doctoral Fellowship (2006-2008) with the Faculty of Education at the University of Ottawa. I completed my Ph.D. in 2006 from the Department of Educational Studies at the University of British Columbia. I attained a Master of Arts in Education from the Ontario Institute for Studies in Education of the University of Toronto in 2002. Queen’s University concurrently awarded my Bachelor of Arts (Honours) and Bachelor of Education degrees in 2000.

My current research projects include a history of youth and global citizenship, assessments of restorative approaches to education, analyzes of the current state of history education, and examinations of oral history education. I am the Director of the SSHRC-funded project Digital Oral Histories for Reconciliation and a co-investigator of the SSHRC-funded project Thinking Historically for Canada’s Future. I have authored a number of books, including Democracy’s Angels: The Work of Women Teachers (MQUP, 2012), The Canadian Oral History Reader (MQUP, 2015), and Oral History, Education, and Justice: Possibilities and Limitations for Redress and Reconciliation (Routledge, 2019). I often supervise students for independent studies or research apprenticeships related to my research fields. I sometimes have the opportunity to employ undergraduate students as research assistants for my funded projects. For more on my research and recent awards for teaching, research, and service, you can view by faculty page at https://uwaterloo.ca/social-development-studies/people-profiles/kristina-llewellyn.

Course Instructor — Allison Murray
Allison Murray (she/her) recently completed her PhD at the University of Toronto's Toronto School of Theology where she trained as a historian of religion. Her doctoral research focused on ideas about family life and gender identity amongst evangelical Christians in the United States and Canada, so there is a lot of overlap between the themes and questions of this course and her own work. Before her studies at U of T she completed a BA in Religion & Culture and History at Laurier and a Masters of Theological Studies at the University of Waterloo. Dr. Murray worked with the course author, Prof. Llewellyn, as a TA for two terms prior to taking on this new role as the course Instructor. When she isn't teaching, she is an enthusiastic baker and spends a lot of time with her niblings and godchildren.
Materials and Resources

Textbook

Required


For textbook ordering information, please contact the W Store | Course Materials + Supplies.

For your convenience, you can compile a list of required and optional course materials through BookLook using your Quest userID and password. If you are having difficulties ordering online and wish to call the Waterloo Bookstore, their phone number is +1 519-888-4673 or toll-free at +1 866-330-7933. Please be aware that textbook orders CANNOT be taken over the phone.

Course Reserves

Course Reserves can be accessed using the Library Resources widget on the Course Home page.

Resources

- Library services for Co-op students on work term and students taking online courses
Grade Breakdown

The following table represents the grade breakdown of this course.

<table>
<thead>
<tr>
<th>Activities and Assignments</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduce Yourself</td>
<td>Ungraded</td>
</tr>
<tr>
<td>Museum of Childhood and Youth Part I</td>
<td>10%</td>
</tr>
<tr>
<td>Museum of Childhood and Youth Part II</td>
<td>15%</td>
</tr>
<tr>
<td>Past and Present Childhoods Workshop</td>
<td>25%</td>
</tr>
<tr>
<td>Discussion and Workshop Engagement Portfolio</td>
<td>15%</td>
</tr>
<tr>
<td>Final Integrative Assignment</td>
<td>35%</td>
</tr>
<tr>
<td>*BONUS: Museum of Childhood and Youth Part I</td>
<td>1%</td>
</tr>
<tr>
<td>*BONUS: Museum of Childhood and Youth Part II</td>
<td>1%</td>
</tr>
</tbody>
</table>

Official Grades and Course Access

Official Grades and Academic Standings are available through [Quest](#).

Your access to this course will continue for the duration of the current term. You will not have access to this course once the next term begins.
Course and Department Policies

Course Policies

Assignment Deadlines

Students are encouraged to plan ahead and keep course due dates in mind as you approach your term assignments. You are responsible for informing the instructor in advance if you are unable to complete an assignment by the scheduled date. Normally late submissions, without advance permission, will be given a 5% reduction in the total possible grade for each 24 hours after the due date. Exceptions can be negotiated with the instructor at her discretion. In some cases, it may be necessary to complete alternate assignments for deadlines that are missed.

Any student who finds themselves struggling with an assignment during the term is encouraged to contact the instructor as soon as possible to discuss strategies for success. It is important to begin assignments well in advance of the due date in case of problems.
University Policies

Submission Times

Please be aware that the University of Waterloo is located in the Eastern Time Zone (GMT or UTC-5 during standard time and UTC-4 during daylight saving time) and, as such, the time that your activities and/or assignments are due is based on this zone. If you are outside the Eastern Time Zone and require assistance with converting your time, please try the Ontario, Canada Time Converter.

Accommodation Due to Illness

If your instructor has provided specific procedures for you to follow if you miss assignment due dates, term tests, or a final examination, adhere to those instructions. Otherwise:

Missed Assignments/Tests/Quizzes

Contact the instructor as soon as you realize there will be a problem, and preferably within 48 hours, but no more than 72 hours, have a medical practitioner complete a Verification of Illness Form.

Email a scanned copy of the Verification of Illness Form to your instructor. In your email to the instructor, provide your name, student ID number, and exactly what course activity you missed.

Further information regarding Management of Requests for Accommodation Due to Illness can be found on the Accommodation due to illness page.

Academic Integrity
In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect, and responsibility. **If you have not already completed the online tutorial regarding academic integrity you should do so as soon as possible.** Undergraduate students should see the Academic Integrity Tutorial and graduate students should see the Graduate Students and Academic Integrity website.

Proper citations are part of academic integrity. Citations in CEL course materials usually follow CEL style, which is based on APA style. Your course may follow a different style. If you are uncertain which style to use for an assignment, please confirm with your instructor or TA.

For further information on academic integrity, please visit the Office of Academic Integrity.

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**Turnitin**

**Turnitin.com:** Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students’ submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin® in this course.

It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit the alternate assignment.

**Turnitin® at Waterloo**

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**Discipline**

A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for his/her actions. A student who is unsure
whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration, should seek guidance from the course instructor, academic advisor, or the undergraduate Associate Dean. For information on categories of offences and types of penalties, students should refer to Policy 71 - Student Discipline. For typical penalties, check Guidelines for the Assessment of Penalties.

**Appeals**

A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances, (other than a petition) or Policy 71 - Student Discipline, may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72 - Student Appeals.

**Grievance**

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4. When in doubt please be certain to contact the department’s administrative assistant who will provide further assistance.

**Final Grades**

In accordance with Policy 46 - Information Management, Appendix A - Access to and Release of Student Information, the Centre for Extended Learning does not release final examination grades or final course grades to students. Students must go to Quest to see all final grades. Any grades posted in Waterloo LEARN are unofficial.

**AccessAbility Services**

[Spring 2022] [SDS 220R Online] [University of Waterloo]
AccessAbility Services, located in Needles Hall, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodation to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term and for each course.

**Accessibility Statement**

The Centre for Extended Learning strives to meet the needs of all our online learners. Our ongoing efforts to become aligned with the Accessibility for Ontarians with Disabilities Act (AODA) are guided by University of Waterloo accessibility Legislation and policy and the World Wide Web Consortium's (W3C) Web Content Accessibility Guidelines (WCAG) 2.0. The majority of our online courses are currently delivered via the Desire2Learn Learning Environment. Learn more about Desire2Learn’s Accessibility Standards Compliance.

**Use of Computing and Network Resources**

Please see the Guidelines on Use of Waterloo Computing and Network Resources.

**Copyright Information**

UWaterloo’s Web Pages

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If there are any questions about this notice, please contact the University of Waterloo, Centre for Extended Learning, Waterloo, Ontario, Canada, N2L 3G1 or extendedlearning@uwaterloo.ca.