Course Schedule

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

Week	Readings and Other Assigned Material	Activities and Assignments	End/Due Date	Weight (%)
[Week 1: Introduction to Course Objectives](#)		[Introduce Yourself](#)	Sunday, May 14, 2023 at 11:55 PM	Ungraded
		Class discussions in Course Content [See [Discussion Portfolio](#)]	Sunday, May 14, 2023 at 11:55 PM	Contributes to 15%
[Week 2: The Welfare of Children and Youth in Canada's Past and Today](#)	Gleason, M., Myers, T., Paris, L., & Strong-Boag, V. (2010). "Introduction", in *Lost Kids.* pp. 1-12. UBC Press.	Review [Museum of Childhood Part 1](#) and [Part II](#) assignment	Tuesday, May 23, 2023 at 11:55 PM	Ungraded
		Class discussions in Course Content	Tuesday, May 23, 2023 at	Contributes

Week	Readings	Activities	Due	Weight
		[See Discussion Portfolio]	11:55 PM	to 15%
Week 3: Children and Youth in Families	Leslie Paris, "'The Strange Way We Lived': Divorce and American Childhood in the 1970s" in *Lost Kids*, pp. 175-191. Cindy L. Baldassi, Susan B. Boyd, and Fiona Kelly, "Losing the Child in Child-Centered Legal Processes," in *Lost Kids*, pp. 192-212.	Groups for Past and Present Childhoods Workshop will be created by Technical Support Class discussions in Course Content [See Discussion Portfolio]	Check after Friday, May 26, 2023 at 4:30 PM Sunday, May 28, 2023 at 11:55 PM	Contributes to 15%
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. Jean Barman, "Schooled for Inequality: The Education of British Columbia Aboriginal Children," in Jean Barman, Neil Sutherland, and J. Donald Wilson, eds., *Children, Teachers, and Schools in the History of British Columbia* (Calgary: Detselig Enterprises Ltd., 1995), pp. 57-80. (Course Reserves)	Museum of Childhood and Youth Part I Class discussions in Course Content [See Discussion	Sunday, June 4, 2023 at 11:55 PM Sunday, June 4, 2023 at 11:55 PM	10% Contributes to 15%

		Portfolio]		
Week 5: Migration and Adoption of Children and Youth	Marjory Harper, "Cossar's Colonists: Juvenile Migration to New Brunswick in the 1920s," *Acadiensis* 28, 1 (1998): 47-65. (Course Reserves) Karen Dubinsky, "A Haven for Racism?: Canadians Imagine Interracial Adoption," in *Lost Kids*, pp. 15-32.	Class discussions in Course Content [See Discussion Portfolio]	Sunday, June 11, 2023 at 11:55 PM	Contributes to 15%
Week 6: Working Children and Youth	John Bullen, "Hidden Workers: Child Labour and the Family Economy in Late Nineteenth Century Urban Ontario," *Labour/Le Travail* 18 (1986): 163-88. (Course Reserves) Stephen McBride and John Irwin, "Deregulating Child Labour in British Columbia," in *Lost Kids*, pp. 230-243.	Museum of Childhood and Youth Part II	Sunday, June 18, 2023 at 11:55 PM	15%
		Class discussions in Course Content [See Discussion Portfolio]	Sunday, June 18, 2023 at 11:55 PM	Contributes to 15%
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	Class discussions in Course Content [See Discussion Portfolio]	Sunday, June 25, 2023 at 11:55 PM	Contributes to 15%

	Future of Public Recreation in Canada," in *Lost Kids*, pp. 215-229.			
[Week 8: Children's Rights and Social Policy](#)	Dominique Marshall, "Reconstruction Politics, The Canadian Welfare State and the Formation of Children's Rights, 1940-1950," in Lori Chambers and Edgar-Andre Montigny, eds., *Family Matters: Papers in Post-Confederation Canadian Family History* (Toronto: Canadian Scholars' Press, 1998), pp. 135-153. (Course Reserves) Molly Ladd-Taylor, "What Child Left Behind?: US Social Policy and the Hopeless Child," in *Lost Kids*, pp. 157-174.	Class discussions in Course Content [See [Discussion Portfolio](#)]	Tuesday, July 4, 2023 at 11:55 PM	Contributes to 15%
[Week 9: "Bad Kids" in Conflict with the State](#)	Comacchio, C. Lost in Modernity: "Maladjustment" and the "Modern Youth Problem," English Canada, 1920–50. In *Lost Kids*, pp. 53–71. Bush, W. James Dean and Jim Crow: Boys in the Texas Juvenile Justice System. In *Lost Kids*, pp. 72–94.	Class discussions in Course Content [See [Discussion Portfolio](#)]	Sunday, July 9, 2023 at 11:55 PM	Contributes to 15%
[Week 10: Youth, Sexuality, and](#)	Gleason, M. (1998). Growing up to be "normal": Psychology constructs proper gender roles in post-World War II Canada. In L. Chambers & E.-A. Montigny (Eds.). *Family matters: Papers in post-confederation Canadian family history* (pp. 39–56). Canadian Scholars' Press. (Course Reserves) Adams, M. L. (2002). Constructing	[Past and Present Childhoods Workshop](#) Class discussions in Course	Sunday, July 16, 2023 at 11:55 PM Sunday,	25%

"Normality"	normal citizens: Sex advice for postwar teens. In R. Adamoski, D. E. Chunn, & R. Menzies (Eds.), *Contesting Canadian citizenship: Historical readings* (pp. 273–292). Broadview Press. (Course Reserves)	Content [See Discussion Portfolio]	July 16, 2023 at 11:55 PM	Contributes to 15%
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.)	Individual Response to Past and Present Childhoods Workshop	Sunday, July 23, 2023 at 11:55 PM	Part of Discussion and Workshop Engagement Portfolio Contributes to 15%
Week 12: Concluding Thoughts on Changing Concepts of Childhood	Sutherland, N. Postscript. In *Lost Kids*, pp. 244–246.	Class discussions in Course Content [See Discussion Portfolio]	Sunday, July 30, 2023 at 11:55 PM	Contributes to 15%
		Discussion and Workshop Engagement Portfolio	Sunday, July 30, 2023 at 11:55 PM	15%
		Changing Concepts of Childhood	Tuesday, August 1, 2023 at 11:55	35%

Essay

PM

There is no final examination for this course

Contact Information

Announcements

You are expected to check Announcements on the Course Home page on a regular basis. To ensure you are viewing the complete list of announcements, you may need to click Show All Announcements.

Discussions

Discussion topics can be accessed by clicking Connect and then Discussions on the course navigation bar above. A General Discussion topic has also been made available to allow you to communicate with your peers in the course. Your instructor may drop in at this discussion topic.

Contact Us

The course author on an actual land-line telephone.
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Who and Why	Contact Details
Instructor and TA • Course-related questions (e.g., course content, deadlines, assignments, etc.) • Questions of a personal nature	Post your course-related questions to the Ask the Instructor discussion topic. This allows other students to benefit from your question as well. Questions of a personal nature can be directed to your instructor. Instructor: Allison Murray aemurray@uwaterloo.ca Office hours: By appointment Your instructor checks email and the Ask the Instructor discussion topic frequently and will make every effort to reply to your questions within 24–48 hours, Monday to Friday.
Technical Support, Centre for Extended Learning • Technical problems with Waterloo LEARN	learnhelp@uwaterloo.ca Include your full name, WatIAM user ID, student number, 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
Learner Support Services, Centre for Extended Learning • General inquiries • Examination information	Student Resources extendedlearning@uwaterloo.ca Include your full name, WatIAM user ID, student number, and course name and number.

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.

The course author on her seventh birthday.
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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,
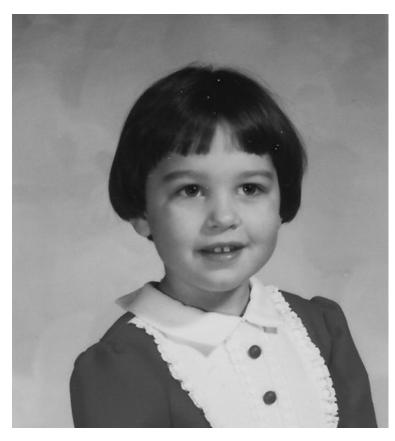- describe how childhood has been and continues to be shaped by gender, class, race,

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.
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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

The course instructor.

The course instructor.
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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

1. Mona Gleason, Tamara Myers, Leslie Paris, and Veronica Strong-Boag (editors). (2010). *Lost Kids: Vulnerable Children and Youth in Twentieth-Century Canada and the United States*. Vancouver: UBC Press.

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 for Students](#)are used in this course. 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.

Activities and Assignments	Weight
Introduce Yourself	Ungraded
Museum of Childhood and Youth Part I	10%
Museum of Childhood and Youth Part II	15%
Past and Present Childhoods Workshop	25%
Discussion and Workshop Engagement Portfolio	15%
Changing Concepts of Childhood Essay	35%
*BONUS: Museum of Childhood and Youth Part I	1%
*BONUS: Museum of Childhood and Youth Part II	1%

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 .

Short-Term Absences

Review the University of Waterloo's Accommodations policy for more details.

Additionally, undergraduate students have the option to self-declare a short-term absence during the formal lecture period by following the Undergraduate student short-term absences process outlined by the Registrar's Office.

Please follow the instructions above and contact your instructor for applicable accommodations.

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 Undergraduate Academic Integrity Module 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 .

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

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

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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Other Sources

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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 (mailto:extendedlearning@uwaterloo.ca).