Renison University College Land Acknowledgement

With gratitude, we acknowledge that Renison University College is located on the traditional territory of the Anishinaabeg, Hodinohsyó:ni, and Attawandaran (Neutral) Peoples, which is situated on the Haldimand Tract, the land granted to the Six Nations that includes ten kilometres on each side of the Grand River from mouth to source. Our active work toward reconciliation takes place in all corners of our campus through research, learning, teaching, community building and outreach. We are guided by the work of our Reconciliation and Re-storying Steering Committee and Anti-Racism and Decolonization Spokescouncil, as well as the University of Waterloo’s Office of Indigenous Relations.

Winter 2023

Course Code: SDS220R

Course Title: Changing Concepts of Childhood

Class Times/Location: Asynchronous Online via UWaterloo’s LEARN platform

Instructor: Dr. Allison E. Murray

Office: N/A

Office Phone: N/A

Office Hours: By Appointment (request via email)

Email: aemurray@uwaterloo.ca

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.

Course Objectives and 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.

Required Text


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.

Readings Available on LEARN

- Required reading 3
You can access Course Reserves digitally via the Library Resources widget on our LEARN site, which is found on the left-hand side of the main homepage of the course.

**Course Requirements and Assessment**

Below is the grade breakdown of assessments in this course, along with brief descriptions of each assignment. Additional details about requirements for each assignment, including rubrics, are available on our course’s LEARN site.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Date of Evaluation</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>Introduce Yourself</td>
<td>Sunday, January 15 at 11:55 PM</td>
<td>N/A</td>
</tr>
<tr>
<td>Museum of Childhood and Youth Part I</td>
<td>Sunday, February 5 at 11:55 PM</td>
<td>10%</td>
</tr>
<tr>
<td>Museum of Childhood and Youth Part II</td>
<td>Monday, February 27 at 11:55 PM</td>
<td>15%</td>
</tr>
<tr>
<td>Past and Present Childhoods Workshop</td>
<td>Sunday, March 26 at 11:55 PM</td>
<td>25%</td>
</tr>
<tr>
<td>Discussion and Workshop Engagement Portfolio</td>
<td>Sunday, April 9 at 11:55 PM</td>
<td>15%</td>
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<tr>
<td>Final Integrative Assignment</td>
<td>Monday, April 10 at 11:55 PM</td>
<td>35%</td>
</tr>
<tr>
<td>*BONUS: Museum of Childhood and Youth Part I</td>
<td>Sunday, February 5 at 11:55 PM</td>
<td>1%</td>
</tr>
<tr>
<td>*BONUS: Museum of Childhood and Youth Part II</td>
<td>Monday, February 27 at 11:55 PM</td>
<td>1%</td>
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<tr>
<td>Total</td>
<td></td>
<td>100%</td>
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</table>

Students are expected to turn work in by the above due dates. Doing so will ensure that you are keeping pace with the course and are able to spread your work evenly over the term. If you suspect that you will be unable to meet the above due dates you are encouraged to reach out to the Instructor as early as possible to make alternate arrangements that suit both parties.

**Museum of Childhood and Youth Part I**

You will select a historically significant event and compose a 250 word “museum label” describing its significance. You will share your museum label with the class in a discussion and submit it to a dropbox. A list of suitable events is posted on LEARN, with one bonus mark available to students who find an appropriate event on their own.

**Museum of Childhood and Youth Part II**

You will select a piece of historical evidence that directly relates to one of the historically significant events in the museum and compose a 250 word “museum label” describing its significance. You will share your evidence and museum label with the class in a discussion forum and submit it to a dropbox. One bonus mark is available to those students who analyze a
primary source produced by a child or youth for this assignment.

**Past and Present Childhood Workshops**

In groups, you will create a short workshop that provides historical understanding of a single pressing issue facing young people today within North America and share this workshop with the class via a discussion by the date shown in the Course Schedule.

After the workshops have been shared in Discussions, you will individually view and respond to at least four workshops. You will work independently on this portion of the assignment, and you will demonstrate your individual participation with a Discussion and Workshop Engagement Portfolio. The requirements for the engagement portfolio are describe on the relevant page.

**Engagement Portfolio**

Throughout the course you will build an engagement portfolio based on your discussion posts for the weekly lectures (these discussions take place on the WordPress lecture pages) and for the Past and Present Childhoods Workshop assignment (where engagement takes place in discussions). Your engagement portfolio should be created as you progress in the course. At the end of the term, you will turn in your portfolio as evidence for your engagement with both the class discussions, and the student-led workshops that will take place throughout the term.

To create your engagement portfolio, you will download the template below and simply fill in evidence of your written posts in the course. Choose your best work. At the end of the term, you will submit this portfolio for marking.

**Final Integrative Assignment**

For your final assessment in this course you have the option to choose between two different assignments to demonstrate what you have learned in this course: An integrative research essay OR an integrative reflection. Both options will require you to draw on at least three different weeks' content from the course, at least one of the Past and Present Childhoods Workshops, and do some additional research.

**Course Outline**
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings Due</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 9 – 15</td>
<td>Introduction to Course Objectives</td>
<td>Explore course LEARN and WordPress sites; Introduce yourself</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Readings Due</td>
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<td></td>
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<td>Note: tasks for week 6 are expected to be completed by the end of reading week (Monday February 27th at 11:55 PM)</td>
<td>Stephen McBride and John Irwin, “Deregulating Child Labour in British Columbia,” in Lost Kids, pp. 230-243.</td>
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<td></td>
<td>Feb 20</td>
<td>Family Day</td>
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<td></td>
<td>Feb 21 – 24</td>
<td>Reading Week</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Feb 27 – Mar 5</td>
<td>The Health of the Child and Nation</td>
<td>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.</td>
</tr>
<tr>
<td>9</td>
<td>Mar 13 – 19</td>
<td>“Bad Kids” in Conflict with the State</td>
<td>Comacchio, C. Lost in Modernity: “Maladjustment” and the “Modern&quot;</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Readings Due</td>
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</tr>
<tr>
<td>11</td>
<td>Mar 27 – April 2</td>
<td>Research Week</td>
<td>Individual Research</td>
</tr>
<tr>
<td>12</td>
<td>Apr 3 – 6</td>
<td>Concluding Thoughts on Changing Concepts of Childhood</td>
<td>Sutherland, N. Postscript. In Lost Kids, pp. 244–246.</td>
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<td></td>
<td>Apr 7</td>
<td>Good Friday</td>
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<td></td>
<td>Apr 10</td>
<td>Wrap-up/Final Integrative Assignment</td>
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</tbody>
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**Late or Incomplete Work**

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 to find a mutually agreeable alternative. 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.

**Coursework Submission Policy**

Coursework will all be submitted digitally in this class. All assignments are to be submitted via the corresponding dropbox in LEARN. Submission via email is not accepted. Some assignments also require students to post on LEARN or WordPress discussion threads (such as the Museum Label assignments and the Past and Present Childhood Workshops). Students are responsible for ensuring these materials are posted for their classmates to read and engage with, in addition to submitting them to the dropbox for Instructor evaluation.

All coursework must be submitted by the conclusion of the course. Students who need additional time to meet course requirements should reach out to the Instructor to start the process of arranging an incomplete (INC) with the registrar’s office.

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

**Policy on Plagiarism**

“Policy 71’s glossary defines plagiarism, in part, as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others (whether attributed or anonymous) as one’s own in any work submitted whether or not for grading purposes”...

The Vice-President Academic and Dean has the authority to assess instances of plagiarism and the resultant penalties that are raised by an instructor. An instructor can propose a grade penalty to the Vice-President Academic and Dean, who will decide whether to accept the penalty or initiate a formal inquiry.”

For additional information on how plagiarism is dealt with at Renison, review the policy from where the above text is copied: [Policy 71 - Student Discipline](#).

Students should also be aware that copyright laws in Canada prohibit reproducing more than 10% of any work without permission from its author, publisher, or other copyright holder. See Waterloo’s policy on [Fair Dealing](#). Violation of Canada’s Copyright Act is a punishable academic offence under [Policy 71 – Student Discipline](#).
**Attendance Policy**

Students are expected to log on to the course’s LEARN site at least once per week throughout the term. Discussion contributions for each week should be completed by Sunday nights at 11:55 PM Eastern time. Students unable to meet these expectations should reach out to the Instructor to devise alternate arrangements that satisfy both parties.

**Communication Policy**

Email, using the uWaterloo provided email address, is the approved method of communication for Renison. The Office 365 email that you use to login using your WatIAM login and password is secure and confidential. Take caution when forwarding your WatIAM email to an external email service as confidential information forwarded to a third-party provider could be a data security breach and violation of FIPPA (Freedom of Information and Protection of Privacy Act) under which all students, staff, and faculty are bound by law.

**Final Examination Policy**

For Winter 2023, the established examination period is **April 13-28**. The schedule will be available early February. Students should be aware that student travel plans are not acceptable grounds for granting an alternative final examination time. See the [Final Examination Schedule](#).

**Accommodation for Illness or Unforeseen Circumstances**

The instructor follows the practices of the University of Waterloo in accommodating students who have documented reasons for missing quizzes or exams. See [Accommodation due to illness](#).

**Academic Integrity, Grievance, Discipline, Appeals and Note for Students with Disabilities**

**Academic Integrity:** To maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect, and responsibility. See the [UWaterloo Academic Integrity](#) and the [Arts Academic Integrity](#) websites for more information.

Renison University College is committed to the view that when a problem or disagreement arises between a faculty member and a student every effort should be made to resolve the problem through mutual and respectful negotiation. Most issues are resolved by a student/faculty meeting to discuss differences of opinion. It is only after this stage, when a
common understanding or agreement is not obtained that further actions listed below could be taken.

**Discipline:** Every student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their own actions. [Check the Office of Academic Integrity website for more information.]

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 professor or academic advisor. When misconduct has been found to have occurred, disciplinary penalties are imposed under the University of Waterloo Policy 71 – Student Discipline. For information on categories of offences and types of penalties, students should refer to Policy 71 - Student Discipline. For typical penalties check the Guidelines for the Assessment of Penalties.

**Grievance:** A student who believes that a decision affecting some aspect of their 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, or Academic Advisor, who will provide further assistance.

**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 they have a ground for an appeal should refer to Policy 72, Student Appeals.

**Academic Integrity Office (UWaterloo):** The website can be found at uwaterloo.ca/academic-integrity/

**Accommodation for Students with Disabilities**

AccessAbility Services is located in Needles Hall, Room 1401, and 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 accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.

Students are encouraged to register with AccessAbility Services (AAS) at the start of each term if they require accommodations due to a disability. However, some students not connected to
AAS may require accommodations later in the term. In that case, you should immediately consult with your instructor and/or your Academic Advisor.

**Intellectual Property**

Students should be aware that this course contains the intellectual property of the instructor, which can include:

- lecture handouts and presentations (e.g., PowerPoint slides)
- lecture content, both spoken and written (and any audio or video recording thereof)
- questions from various types of assessments (e.g., assignments, quizzes, tests, final exams)
- work protected by copyright (i.e., any work authored by the instructor)

Making available the intellectual property of instructors without their express written consent (e.g., uploading lecture notes or assignments to an online repository) is considered theft of intellectual property and subject to disciplinary sanctions as described in [Policy 71 – Student Discipline](#). Students who become aware of the availability of what may be their instructor’s intellectual property in online repositories are encouraged to alert the instructor.

**Mental Health Support**

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed.

**On Campus**

- [Counselling Services](mailto:counselling.services@uwaterloo.ca): counselling.services@uwaterloo.ca / 519-888-4096
- [MATES](#): one-to-one peer support program offered by the Waterloo Undergraduate Student Association (WUSA) and Counselling Services
- [Health Services](#) – Student Medical Clinic: located across the creek from Student Life Centre

**Off Campus, 24/7**

- [Good2Talk](#): Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- [Empower Me](#): Confidential, multilingual, culturally sensitive, faith inclusive mental health and wellness service.
• Grand River Hospital: Emergency care for mental health crisis. Phone: 844-437-3247
• Here 24/7: Mental Health and Crisis Service Team. Phone: 1-844-437-3247
• OK2BME: set of support services for lesbian, gay, bisexual, transgender, or questioning teens in Waterloo. Email: ok2bme@kwcounselling.com Phone: 519-884-0000

Full details can be found online at the Faculty of ARTS website.

Download UWaterloo and regional mental health resources (PDF)

Download the WatSafe app to your phone to quickly access mental health support information.

A Respectful Living and Learning Environment for All

Everyone living, learning, and working at Renison University College is expected to contribute to creating a respectful environment free from harassment and discrimination.

Harassment is unwanted attention in the form of disrespectful comments, unwanted text messages or images, degrading jokes, rude gestures, unwanted touching, or other behaviours meant to intimidate.

According to the Ontario Human Rights Code, discrimination means unequal or different treatment causing harm, whether intentional or not, because of race, disability, citizenship, ethnic origin, colour, age, creed, marital status, sex, sexual orientation, gender identity, and gender expression, or other personal characteristic.

If you feel that you are experiencing the above from any member of the Renison community (students, staff, or faculty), you may contact Melissa Knox, Renison’s external anti-harassment and anti-discrimination officer, by email (mnknox@uwaterloo.ca) or by phone or text (226-753-5669). Melissa is an employment and human rights lawyer and part-time Assistant Crown Attorney for the Ontario Ministry of the Attorney General. Melissa is experienced in case management, discipline and complaints processes, and works with organizations across Canada to foster safe, respectful, and inclusive work and learning environments through policy development, educational workshops, conflict mediation and dispute resolution, and organizational culture audits.

For additional information see Renison’s Harassment, Discrimination, and Abuse policy.