

Semester 96-2 Session: Regular

Instructor: J. Dawson

**EDUC 431 - 4 Concepts of Childhood in the History of
Western Education
(Formerly Education & Changing Concepts of Childhood)**

Section: D1.00

Scheduled Final Exam: No

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PREREQUISITE

60 hours of credit

COURSE DESCRIPTION

Topics:

1. Theoretical Perspectives

Twentieth century interpretations of the experience of childhood will be examined. Particular attention will be given to the works of Philippe Aries and Lloyd deMause.

2. Early Concepts of Childhood and Education

a) Late Roman and Medieval Concepts of Childhood

b) The "Bele Babees"-- The Courtesy Tradition

c) The Early Protestant Educators

d) The Puritans and Literature for Children

e) John Locke

3. Eighteenth and Nineteenth Century Concepts of Childhood and Education

a) Jean-Jacques Rousseau and Emile (1762)

b) Evangelicalism and Childhood

c) Romanticism and Childhood

d) Children of the Industrial Revolution

4. Selected Concepts of Childhood and Education in the Twentieth Century

5. Children without Childhood

OBJECTIVES

This course will consist of a study of some of the origins of twentieth century concepts of childhood and their relationship to educational thought and practice in the Western world.

REQUIREMENTS

Course assessment will be based on written assignments, presentations, and class participation.

READINGS

				REQ	REC
394-70286-7	Aries, Philippe	New York: Random, 1962	<u>Centuries of Childhood. A Social History of Family Life</u>	X	
	Boyd, W., trans. and ed.	New York: Teacher's College Press, Columbia University	<u>The Emile of Jean Jacques Rousseau</u>	X	
014-018276-4	Gosse, Edmund	Penguin Books	<u>Father and Son</u>	X	
0-345-36639-5	DeSalvo, Louise	New York: Ballantine, 1990	<u>Virginia Woolf. The Impact of Childhood Sexual Abuse on Her Life and Work</u>	X	
0-7736-7342-3	Bagnell, Kenneth	Toronto: General, 1980	<u>The Little Immigrants. The Orphans Who Came to Canada.</u>	X	
0-06-097499-0	Kozol, Jonathan	New York: Harper Collins, 1992.	<u>Savage Inequalities</u>	X	

Ed. 431 and Ed. 821

Course Outline and Readings

- I. The nature and value of philosophizing about teaching = Passmore 1, Chambers I.
- II. Educating = C - 21.
- III. Socializing = Kazepides.
- IV. Indoctrinating = C - 2.2, K.
- V. Conditioning = Clark and K.
- VI. The Concept of learning = Komisar, C - 2.3.
- VII. The Concept of teaching = P - 2
 - a) Developing capacities = P - 3.
 - b) Teaching to acquire information = P - 4.
 - c) Imparting information = P - 5.
 - d) Information and capacities = P - 6.
 - e) Cultivating habits = P - 7.
 - f) Cultivating Imagination = P - 8.
 - g) Teaching to be critical = P - 9.
 - h) Teaching to care and to be careful = P - 10.
 - i) Teaching to understand = P - 11.
- VIII. The social dimensions of teaching
 - a) Personal relations in teaching = C - 4.1
 - b) Freedom and authority = C - 4.2
 - c) Discipline and punishment = C - 4.4, K.
 - d) Rights = C - 4.4.