

Semester: 97-2 Regular

**EDUC 431 - 4 Concepts of Childhood in the History of
Western Education**
Tuesdays 13:00 - 16:50
Section: D1.00

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PREREQUISITE

60 hours of credit

COURSE DESCRIPTION

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.

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) Renaissance and Enlightenment Concepts of Childhood
- c) The Puritans and Literature for Children
- d) 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

REQUIREMENTS

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

READINGS

- * Aries, Philippe. Centuries of Childhood: A Social History of Family Life. N.Y.: Random, 1962. ISBN 394-70286-7.
- * Hanawalt, Barbara A. Growing Up in Medieval London: The Experience of Childhood in History. N.Y.: Oxford, 1993. ISBN 0-19-509384-4.
- * Boyd, W., trans. and ed. The Emile of Jean Jacques Rousseau. N.Y.: Teacher's College Press.
- * Gosse, Edmund. Father and Son. Penguin Books. ISBN 014-018276-4.
- * Bagnell, Kenneth. The Little Immigrants: The Orphans Who Came to Canada. Toronto: General, 1980. ISBN 0-7736-7342-3.
- * Kozol, Jonathan. Amazing Grace. N.Y.: Crown, 1996. ISBN 0-06097697-7.