## COURSE INFORMATION GUIDE CHYS 3P95: CHILDHOOD AND YOUTH THROUGH THE AGES

**Important**: The information contained in this guide is not equivalent to the course syllabus. It is intended to provide students with more information about scheduled courses than is provided through the undergraduate calendar. Keep in mind that it is prepared well in advance of the final courses preparation and merely provides an early idea about course objectives, content, and structure. In some cases this guide may be based on a previous year's course and not be reflective of the coming year's offering. Do not purchase texts or acquire readings based on the information guide.

Instructor: Dr. Donato Tarulli

Course Description: Focusing on western society, this course examines scholarly arguments and evidence relating to: 1) the meaning and value attached to the concepts of childhood, youth, and development throughout history (Has childhood always existed or is it a peculiarly modern invention? What did it mean to "grow up" in past times?); 2) the changing historical experiences of childhood in different societies, including, for example, ancient Greece and Rome, medieval Europe, and colonial America (How were children educated and treated in past times? How did their daily lives unfold? How did class and gender mediate the experience of children in these different societies?); and 3) the depiction and study of children and youth in the modern era of developmental psychology—the twentieth-century period which, for some, held special promise as the "century of the child" (What cultural and intellectual factors influenced the growth of the scientific study of the child? What theoretical frameworks dominated the emerging field of developmental psychology?)

Course Objectives: As a result of participating in this multidisciplinary course—successfully completing all reading and writing assignments, participating regularly in class discussion, and reflecting actively on the subject matter at hand—students will be able to: identify, describe, and critically evaluate historical conceptions of children, childhood, youth, and development, and discern their relation to contemporary formulations, policies, and practices; describe the historical experiences of children, with a special appreciation of the mediating role of factors such as class and gender in children's daily lives; and understand the nature of and intellectual conditions surrounding the early scientific study of children and youth.

**Course Evaluation:** While the evaluation scheme for this course has yet to be decided, it will likely entail a combination of components, including quizzes, written assignments, and in-class participation (small-group activities, general classroom discussion).

**Additional Information**: Each week, the class will include both lecture (first two hours) and seminar (final hour) components. The seminar component will involve discussion of assigned readings and/or topics determined in advance.