

# CHAD 141: HISTORY OF CHILDHOOD: INTERDISCIPLINARY PERSPECTIVES

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## In Workflow

1. UGSE Chair (sue.hobbs@csus.edu)
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## Approval Path

1. Thu, 21 Sep 2023 04:57:30 GMT  
Sue Hobbs (sue.hobbs): Approved for UGSE Chair
2. Thu, 28 Sep 2023 22:41:38 GMT  
Bita Rivas (b.rivas): Approved for ED College Committee Chair
3. Fri, 27 Oct 2023 04:37:29 GMT  
Deidre Sessoms (dsessoms): Approved for ED Dean
4. Wed, 01 Nov 2023 23:10:21 GMT  
Katie Hawke (katedickson): Approved for Academic Services

## History

1. Mar 24, 2021 by Katie Hawke (katedickson)

Date Submitted: Mon, 18 Sep 2023 19:24:16 GMT

**Viewing: CHAD 141 : History of Childhood: Interdisciplinary Perspectives**

**Formerly known as: CHDV 141**

**Last approved: Wed, 24 Mar 2021 14:03:15 GMT**

**Last edit: Fri, 27 Oct 2023 04:26:32 GMT**

Changes proposed by: Sheri Hembree (101037114)

**Contact(s):**

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**Catalog Title:**

History of Childhood: Interdisciplinary Perspectives

**Class Schedule Title:**

History of Childhood

**Academic Group: (College)**

ED - Education

**Academic Organization: (Department)**

Undergraduate Studies in Education

**Will this course be offered through the College of Continuing Education (CCE)?**

No

**Catalog Year Effective:**

Fall 2024 (2024/2025 Catalog)

**Subject Area: (prefix)**

CHAD - Child and Adolescent Development

**Catalog Number: (course number)**

141

**Course ID: (For administrative use only.)**

201245

**Units:**

3

**Is the only purpose of this change to update the term typically offered or the enforcement of existing prerequisites at registration?**

No

**In what term(s) will this course typically be offered?**

Fall, Spring

**Does this course require a room for its final exam?**

Yes, final exam requires a room

**This course complies with the credit hour policy:**

Yes

**Justification for course proposal:**

The Child and Adolescent Development Program has recently undertaken significant program revisions. As part of these revisions, changes were made to required courses in the major. We are now examining General Education and elective CHAD courses in the program with the goal of updating courses to reflect current developmental research and to align better with program goals. CHAD 141 meets both elective and GE requirements, but has not been revised for more than 10 years.

We are adjusting the course description, outcomes, and content by:

1. Focusing more on historical changes in the United States (rather than internationally) as they relate to views of childhood;
2. Providing greater emphasis on diversity in children's lived experiences as a function of time and demographic changes in the US;
3. Providing greater focus on societal and educational sources of disparity (historically and currently) in children's experience and development;
4. Adopting greater focus on social justice and the means by which institutions and societal views have deepened or remedied such disparities.

This course had previously been approved as meeting C2 GE requirements but the justification information from the original approved Form A was not transferred into courseleaf; we are therefore including the course outcomes/assessments as well as GE area C2 information missing in the electronic form.

**Course Description: (Not to exceed 80 words and language should conform to catalog copy.)**

Examination of what it means to be a child in today's world by comparing social constructions of childhood across broad historical periods. Explores beliefs, values, and practices of childhood in different historical, social, and economic contexts, and how class, culture, education, and science have influenced social meanings assigned to childhood and children's development. A critical and interdisciplinary approach provides a framework from which to analyze scholarly inquiry about how children develop in families, schools, and broader society.

**Are one or more field trips required with this course?**

No

**Fee Course?**

No

**Is this course designated as Service Learning?**

No

**Is this course designated as Curricular Community Engaged Learning?**

No

**Does this course require safety training?**

No

**Does this course require personal protective equipment (PPE)?**

No

**Does this course have prerequisites?**

No

**Does this course have corequisites?**

No

**Graded:**

Letter

**Approval required for enrollment?**

No Approval Required

**Course Component(s) and Classification(s):**

Discussion

**Discussion Classification**

CS#04 - Lecture /Recitation (K-factor=1 WTU per unit)

**Discussion Units**

3

**Is this a paired course?**

No

**Is this course crosslisted?**

No

**Can this course be repeated for credit?**

No

**Can the course be taken for credit more than once during the same term?**

No

**Description of the Expected Learning Outcomes and Assessment Strategies:**

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre- and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

	Expected Learning Outcome	Assessment Strategies
1	Identify major historical periods, from the Middle Ages to the modern era, and accompanying variations in concepts of childhood and experiences of children.	Quizzes
2	Explain the historical and cultural significance of major phenomena influencing the experience of childhood from the end of the medieval period to the modern era.	Quizzes, Analysis Activity
3	Describe diversity in childhood and child development related to membership in different groups, including women and ethnic and other minority groups who have been the objects of prejudice and adverse discrimination within our society.	Quizzes, Analysis Activity
4	Describe the connection between policy and educational practices over time and children's development and conceptualizations of childhood.	Discussion Posts; Analysis Activities
5	Evaluate developmental research, theory, and practice through historical, social, and cultural lenses.	Analysis Activities, Discussion posts
6	Interpret the modern concept of childhood as one among multiple variations and the implications of the modern western perspective of childhood on beliefs and practices in child development and education.	Discussion Posts, Analysis Activities, Final paper

7	Analyze conceptualizations, beliefs, values, and practices associated with childhood across a variety of cultural, historical, socioeconomic, gender based, and social contexts.	Analysis Activities, Final paper
8	(GE-C2- 1) Demonstrate knowledge of the conventions and methods of the study of the humanities.	Analysis Activities, Final Paper
9	(GE- C2 -2) Investigate, describe, and analyze the roles and effects of human culture and understanding in the development of human societies.	Analysis Activities, Final paper
10	(GE-C2-3) Compare and analyze various conceptions of humankind.	Analysis Activities, Final paper
11	(GE-C2 -4) Demonstrate knowledge and understanding of the historical development of cultures and civilizations, including their animating ideas and values.	Quizzes

**Attach a list of the required/recommended course readings and activities:**

Sample Analysis Activities.pdf  
Readings for CHAD 141 .pdf  
Sample In Class Discussions.pdf  
Sample Final Paper.pdf  
Schedule CHAD 141 .pdf

**Is this course required in a degree program (major, minor, graduate degree, certificate?)**

No

**Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?**

No

**Will there be any departments affected by this proposed course?**

No

**I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.**

I/we agree

## University Learning Goals

**Undergraduate Learning Goals:**

Knowledge of human cultures and the physical and natural world  
Integrative learning

**Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?**

No

## GE Course and GE Goal(s)

**Is this a General Education (GE) course or is it being considered for GE?**

Yes

**In which GE area(s) does this apply?**

C2. Humanities

**Which GE objective(s) does this course satisfy?**

Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.  
Possess a significant and useful understanding of peoples from a diversity of cultures and backgrounds, including women and ethnic and other minority groups who have been the objects of prejudice and adverse discrimination within our society.

**Attach Course Syllabus with Detailed Outline of Weekly Topics:**

Sample Syllabus CHAD 141\_NEW.pdf

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

**Will more than one section of this course be offered?**

Yes

**Provide a description of what would be considered common to all sections and what might typically vary between sections:**

A common text has been assigned in all sections. Instructors may choose a different, similar text so long as it covers required course content and course objectives. Sections will share common course description and course outcomes. Sections will share at least one signature assignment for assessment purposes. Faculty may differ in their pedagogical approach, may add additional learning objectives, and/or may assign different supplementary readings, so long as they meet the shared description and learning objectives.

**Please write a statement indicating the means and methods for evaluating the extent to which the objectives of the GE Area(s) and any writing requirements are met for all course sections:**

A common signature assignment will be reviewed periodically by the BA Program Coordinator to assess C2 objectives as part of regular program assessment.

**What steps does the department plan to take to ensure that instructors comply with the respective category criteria and who is responsible?**

Course instructors share their course materials each semester in a Canvas shell and submit their syllabi to the department at the start of each semester. Course syllabi and assignments are reviewed by the BA CHAD Program Coordinator and/or Department Chair for adherence to C2 Course Objectives and Content.

**General Education Details - Area C2: Humanities**

Section 1.

**Indicate in written statements how the course meets the following criteria for Area C2. Relate the statements to the course syllabus and outline. Be as succinct as possible.****Is broad in scope or survey in nature.**

Childhood is often assumed to be an unchanging and natural stage of life through which all humans pass in very similar ways. However, historical research has identified significant variations across time and place in social perceptions of childhood, and the experiences of children, from the medieval period until the 21st century. Such historical changes have meant resulting changes in parenting, education, and child care practice that have implications for children's lived experiences and development. This survey course addresses the social, cultural, and institutional influences on views of childhood through an historical lens. The focus is on broad historical periods in the US with content drawn from history, psychology, anthropology, and education disciplines addressing childhood and children's experience and development.

**Develops an understanding of and appreciation for the diversity of the human community.**

Course content will foster an appreciation of the human community's diversity by addressing differences and similarities in children's experiences among and between groups. Both universal (e.g., children's need for protection) and differential processes will be examined. For example, during discussion of the Great Depression, we address the similarities in the experience of world-wide economic failure, as well as the differential impact of this experience by race, gender, age, and economic status.

**Develops a comprehensive understanding and appreciation of the heritage being studied and transmits a knowledge of the Western and Non-Western cultural heritage in the humanities. Students should be able to:****Demonstrate knowledge of the conventions and methods of the study of the humanities.**

CHAD 141 addresses historical changes in views of children and childhood. Primary sources may include memoirs, diaries, laws, and medical, psychological, and social science publications about children. Secondary sources will draw from the growing literature on the history of childhood. Throughout the course, historical data about the experience of childhood will be discussed and analyzed. Through class readings, students will have a chance to participate in thoughtful discussions and develop critical thinking skills.

**Investigate, describe, and analyze the roles and effects of human culture and understanding in the development of human societies.**

The course will explore children's experiences from a cross-cultural and family systems perspective. Students will work to describe and analyze the role of children within the family and broader society and investigate differences in these roles as a function of historical change, culture, and social institutions.

**Compare and analyze various conceptions of humankind.**

CHAD 141 requires students to compare and analyze worldviews of children and childhood, focusing on the diversity and variability of these conceptualizations due to cultural group membership, religious systems, and societal values. Students will analyze the role of children in the family across time and culture.

**Demonstrate knowledge and understanding of the historical development of cultures and civilizations, including their animating ideas and values.**

The course will examine historical data on views of childhood and children with a focus on beliefs and values associated with Western and non-Western cultural groups. For example, in discussions of cultural diversity in US families and in discussions of

immigration, we focus on how culturally-related beliefs and values about children are connected to institutional and family practices with children.

**In presenting the contribution and perspectives of people, the coursework addresses at least two of the following:**

- **Women**
- **Ethnicity**
- **Socio-economic status**
- **Religious affiliation**
- **Disabilities**
- **Gays & lesbians**

The coursework and readings explore how gender, race, religion, and socioeconomic factors have influenced the social construction of childhood through different historical periods. The book and readings address ideas of power and privilege in society and how they influence children's experience and development.

**Gender/Women:** This course examines the ways in which views about gender have impacted the educational, financial, and outside employment opportunities afforded to girls and women across time and context.

**Race/Ethnicity:** The course explores race and ethnicity as a source of values, beliefs, customs, and opportunity related to children and childrearing with consequences for children's development.

**Socioeconomic status:** CHAD course examines SES as a contributing factor in children's care and development, as a source of educational and developmental disparity, and how such disparities have historically been overcome through policy initiatives and societal changes.

**Religious affiliation:** Religion has long contributed to the views that people hold of children, their care, and upbringing. In this course, we explore the historical foundations of religion in the U.S., as well as ways in which those foundations have influenced governmental policy, educational practices, views on immigration and race, and opportunities for females and minorities of both genders.

### **Includes a writing component described on course syllabus**

**1) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.**

**2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]**

This upper division course will meet the writing component requirement through the following assignments, with a combined estimated total of 3000-4000 words.

–Analysis Activities: Questions and prompts related to each week's assigned readings will be posted and students are expected to read or examine the primary document and respond in writing using the prompt provided. There are 6 assignments due throughout the semester (6 @ approx. 300 words each = 1800 words)

–Final paper: The final paper requires students to conduct an historical analysis in which they explain the ways in which economic, racial, gender, etc. impacted children in a given historical period. There are several preparation activities assigned with feedback offered to support completion of the final paper. The paper is approximately 2000 words.

Section 2.

**If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found in the CSUS Policy Manual, General Education Program, Section I.B.**

The course has previously been approved for Area C2. We are not changing the focus of the course with regard to C2 criteria and outcomes. The specific outcomes and explanations have been included here because the information was not transferred over in the migration to courseleaf.

Key: 619