Texts and Ideas: Children and Childhood

Course Number
CORE-UA 9400 F01

Instruction Mode: In-person

Brightspace course site https://brightspace.nyu.edu/d2l/home/76974

Fall 2021

If you are enrolled in this course 100% remotely and are not a Go Local/Study Away student for NYU Florence, please make sure that you've completed the online academic orientation via Brightspace so you are aware of site specific support structure, policies and procedures. Please contact florence.academicsupport@nyu.edu if you have trouble accessing the Brightspace site.

Syllabus last updated on: 25/08/2021

Lecturer Contact Information
Perri Klass and Larry Wolff

Prerequisites
NONE

Units earned
4

Course Details
- Tuesday from 10:30am to 1:15pm
- All times are Central European Summer Time (CEST) (Daylight Saving Time ends Sunday, 31 October 2021 - 1 hour backward).
Location: Rooms will be posted in Albert before your first class.

Remote Participants: Your instructor will provide you with the Zoom link via NYU Brightspace.

COVID-related details: In the interest of protecting the NYU Florence community, we are closely following CDC guidance around COVID-19 and adjusting our recommendations and policies accordingly. Your health and well-being is our top priority.

Course Description
This course combines the disciplinary approaches of intellectual history (Professor Wolff) and medical humanities (Professor Klass) to offer a new way of thinking about the relation between texts and ideas. Just as the fundamental texts of the humanities, dating back to the Renaissance in Europe (and even further in East Asia and the Middle East) have generated new ideas about childhood, those ideas have also produced new texts—medical and pediatric texts—that have further elaborated on the understanding of childhood in different cultural contexts. Intellectual history brings the historian’s sense of social context to bear upon the evolution of ideas, and the medical humanities brings the physician’s understanding of the human body to bear upon changing ideas about health and development. This course stresses the importance of both cultural and medical texts for thinking about ideas of childhood, and attempts to explore how ideas about ourselves—the human subject—both shape and are shaped by the social forms and facts of childhood across cultures and across centuries.

Course Objectives
Students who successfully complete this course will be able to:

Describe and analyze changing cultural and historical views of childhood, parent-child relations, and the role of children in society based on the interpretation of texts and artistic representations.

Critically examine the depiction of children in art, fiction, movies, advertising, and memoirs in cultural and historical context.
Reflect in written and oral form on encounters with families, professionals, and institutions providing care, services, and entertainment to children.

Analyze essential textual representations and social indicators of child health and well-being.

Analyze comparative cultural perspectives on childhood and education. Consider the relation between social structure, literary texts, and artistic representations, with reference to childhood.

Critically examine in comparative ways the impact of socioeconomic factors, cultural practices, and policy on child nutrition, child literacy, and child health.

**Assessment Components**

1. Regular attendance; completion of all the assigned readings; active participation in class discussions. (20% of final grade)

2. Eight short journal entries (1 or 2 pages each) on assigned texts, films, field trips, or personal experiences. Due Monday night before class by 10 pm, as assigned, throughout the course. Journal response papers due September 14, September 21, September 28, September 30, October 5, October 12, November 2, November 9 (25%)

3. One essay or article (3 or 4 pages), discussing one of the class texts in relation to experiences and observations in Italy, set in the context of what you have learned about childhood in Europe. Due October 23 at 5 pm. (10%)

4. One short research project and presentation (8 to 10 pages) concerning some aspect of childhood discussed in the texts for the course, considered in comparative cultural perspective, and using some additional materials. Reflect on some of the historical, cultural, journalistic, and medical perspectives on childhood based on the texts that have been studied in this course. To be presented on Friday November 27. (20%)

5. Students will receive feedback on journal entries and more general feedback concerning class participation and written work; individual conferences and workshop sessions will help students develop ideas for their projects.

6. There will be a final exam with essay questions during the exam week. (25%)
Required Text(s)

Peter Stearns, *Childhood in World History* (available as ebook)
Elena Ferrante, *My Brilliant Friend*
Marjane Satrapi, *Persepolis: The Story of a Childhood*
Carlo Collodi, *Pinocchio*

All readings are available online on the NYU Brightspace course site. Hard copies of some textbooks are available for consultation and semester-long loans in the Villa Ulivi Library. Please email florence.library@nyu.edu to reserve a copy. To request scans from books on reserve please fill out the Ulivi Library Book Scan Form.

Supplemental Text(s) (not required to purchase)

Rousseau, *Emile*
Mme de Sevigné, *Letters*
Freud, *The Interpretation of Dreams*
Larry Wolff, *Paolina’s Innocence: Child Abuse in Casanova’s Venice*
Jian Ping, *Mulberry Child: A Memoir of China*
Giovanni Boccacio, “Griselda” (14th Century)
Leon Battista Alberti, *Books of the Family* (15th Century)
Loris Malaguzzi, *Loris Malaguzzi and the Schools of Reggio Emilia*
*The Museo degli Innocenti*, eds. Filipponi, Mazzocchi, Sebregondi
Pier Paolo Pasolini, *The Ragazzi*
JM Barrie, *Peter Pan*
Richard Wright, *Black Boy*
Maya Angelou, *I Know Why the Caged Bird Sings*
Henry Louis Gates and Maria Tatar, *Annotated African-American Folktales*

FILMS: Weijun Chen, *Please Vote for Me*
    Vittorio De Sica, *Bicycle Thieves*
    Walt Disney, *Pinocchio*
    Barry Jenkins, *Moonlight*

TRIPS: Villa La Pietra Collection
    Ospedale degli Innocenti/UNICEF
    Uffizi Museum
SESSION ONE: 7 September 2021
Introduction to the course. We will discuss the main themes of the course and the principal issues for thinking critically about childhood in society. We’ll discuss some basic texts for thinking about children in history, and some of the fundamental ideas for the history of childhood. We will stress the importance of correlating social structure with systematic thought and the history of ideas.
Images from the history of childhood. We will discuss history of childhood by looking at images of how children have been represented in art and culture, and how those representations have changed over the course of the last 500 years.

SESSION TWO: 14 September 2021
Childhood in the Italian Renaissance. We will discuss the particular context of Florentine for evolving ideas about childhood, making use of textual material and artistic works from the Florentine and Italian Renaissance. We will consider the idea of a “discovery” of childhood taking place during the Renaissance, and will particularly discuss the emergence of children’s portraits in the fifteenth and sixteenth century.
images of how children have been represented in art and culture, and how those representations have changed over the course of the last 500 years.
MUSEUM VISIT: Villa La Pietra, Collection, Images of Childhood

READING:
Montaigne, essay on “The Affection of Fathers for their Children”
(Stanford pp. 278-293)
Peter Stearns *Childhood in World History*, chapters 1 and 2
*Chinese Classic of Filial Piety* (Xiao Jing), ac. 400 BC (first 4 pages)

SESSION THREE: 21 September 2021
Philosophy of Modern Childhood. This class will discuss the most influential Western philosopher of childhood, Jean-Jacques Rousseau, and his famous eighteenth-century study of childhood, *Emile*. We will then consider how this influenced modern ideas about childhood in Europe and America, and how those ideas both differed from and resembled
ideas about children and childhood in other societies and other religious systems, including Confucian philosophical ideas about childhood in China. We consider how ideas shape society, and how social contexts condition the articulation of ideas.

Stearns, Chapters 3 and 4
Locke, excerpt pp. 21-42, from *Essay Concerning Human Understanding*
Rousseau, *Emile*, Book 1 (Basic, pp. 37-74)
FILM: *The Red Balloon* (1956)

SESSION FOUR: 28 September 2021
Child care and education. Building on the previous discussion of ideas about pedagogy in Europe, America, and China, we will discuss contemporary debates and issues of child care and education. We will discuss the role of the state in different political systems, and how different states establish and implement their educational priorities. We’ll discuss the impact on educational systems of recent ideas in psychology and early brain research.

READING:
Maria Montessori, excerpt from *The Absorbent Mind*
A.S. Neill, excerpt from *Summerhill: A Radical Approach to Child Rearing*
George Orwell, “Such Such Were the Joys”
James Baldwin, “A Talk to Teachers”
Hernandez, “China Tries to Redistribute Education” (NY Times)
https://www.nytimes.com/2016/06/12/world/asia/china-higher-education-for-the-poor-protests.html
Elisabeth Rosenthal, “Testing, the Chinese Way” (NY Times)
Peter Stearns, *Childhood in World History*, chapters 5 and 6
FILM: *Moonlight*

SESSION FIVE: 5 October 2021
Education and Society in 20\textsuperscript{th}-century Italy. This week focuses on the contemporary classic of Italian literature, \textit{My Brilliant Friend}, set in the context of postwar Italian literature and culture, with an emphasis on Italian ideas about education.

FILM: Vittorio De Sica, \textit{Bicycle Thieves} (1948)

READING:
Elena Ferrante, \textit{My Brilliant Friend}, Chapter 1-17 (up to page 155)

\textbf{12 October 2021: NO CLASS (NYU-FLORENCE MONDAY SCHEDULE)}

SESSION SIX : 19 October 2021

Global child health: an introduction. We will review some of the basic ideas about children’s health and how “health” is understood as a concept across cultures. We will consider the indicators used to track child health and well-being over time and to compare countries and cultures around the world. We will discuss basic concepts of pediatrics and child development. We will review important cultural, nutritional, health, and safety practices which have major impacts on child health. We will also review some of the changes in children’s health and mortality over different centuries in global history. We will consider textual representations of sick children and childhood mortality.

Josephine Baker, from \textit{Fighting for Life} (excerpt)
Black et. al. “Reproductive, Maternal, Newborn, and Child Health” (2016)
Atul Gawande, “Medical Dispatch: The Mop-Up” (New Yorker)
Klass, “Coronavirus Vaccine Dreams”
https://www.nytimes.com/2020/03/16/well/family/coronavirus-vaccine.html
Klass, “Hoping for a Covid Vaccine and Recalling the One for Smallpox”
Sean Fleming, “Cash for Babies: How Europe is Tackling its Falling Birthrate”
“China’s Two-Child Policy” (2020), Washington Post
FRIDAY, October 22
VISIT MUSEUM INNOCENTI, FLORENCE FOUNDLING HOSPITAL

SESSION SEVEN: 26 October 2021
Children’s food and nutrition: historical and contemporary. This class will discuss basic texts in the history of child nutrition. Issues explored will include the history of nursing, infant food practices, malnutrition and obesity, the recent controversy on bottle feeding in the developing world as a medical, political, and journalistic phenomenon. How are ideas about eating and nutrition affected by social and economic factors in different societies and systems? How do basic texts reflect children’s and family’s concerns with food?
READING:
“The nurse, a poem. Translated from the Italian of Luigi Tansillo” By William Roscoe (poem 1534, translation 1798), excerpt
Betty Smith, excerpt from A Tree Grows in Brooklyn
The Brothers Grimm, “Hansel and Gretel,” “Little Red Cap,” “The Juniper Tree”
Klass, “Do Parents Make Kids Fat?” (NY Times)
Bull & Willumsen, “Evidence to Prevent Childhood Obesity” (2019)

SESSION EIGHT: 2 November 2021
Childhood and Politics. We will discuss the effects of huge revolutionary social transformations on family structure and how overarching social and political systems produced new ideas about childhood. We will discuss how children understand complex political issues such as democracy and social justice.
READING:
Marjane Satrapi, Persepolis: The Story of a Childhood
Jian Ping, Mulberry Child: A Memoir of China (chapters 8 and 9)
European Commission, “The 2019 country-specific recommendations on child and family policy”:
https://ec.europa.eu/social/main.jsp?catId=89&furtherNews=yes&langId=en&newsId=9466
“Dear Mrs. Roosevelt: Cries for Help from Depression Youth”
SESSION NINE: 9 November 2021
This class will focus on debates about the nature of childhood, the socialization of children, and the role of children in the modern family. We will discuss issues of childhood and systemic racism. Through issues of memory and the texts of memoirs, we will consider how individual childhoods reflect prevailing social and cultural circumstances.

READING:
Maxim Gorky, My Childhood (excerpt)
Richard Wright, Black Boy (excerpt)
Mary McCarthy, Memoirs of a Catholic Girlhood (excerpt)

SESSION TEN: 16 November 2021
Parents and Children: historical and contemporary. We will discuss historical and literary texts that reflect the relations between parents and children across the centuries. Issues to be discussed include discipline and affection, the structure of family life, changing patterns of family size, sibling relations, and the extended multi-generational family. We will discuss the controversy over the “tiger mother” in contemporary American journalism. We will be particularly focused on how the social structuring of childhood within the family has been diversely developed and represented within different cultures, and we will consider basic texts that shaped and reflected the relations between parents and children.

READING:
Peter Stearns, chapters 9 and 13, "The Dilemma of Children's Happiness"
Freud “The Oedipus Complex” (Dreams of the Death) (excerpt)
Madame de Sevigné, Letters (excerpt)

James Baldwin, “Notes of a Native Son”

and these short articles:
"Retreat of the 'Tiger Mother,' by Kate Zernike

"Who Is to Blame When a Child Wanders at the Zoo?" by K.J. Dell'Antonia
Be sure to check out the comments!

Perri Klass, "How Spoiled are Our Children? No Simple Answer"
"Parents, Stop Feeling that Everything You Do is Wrong"
https://well.blogs.nytimes.com/2016/05/09/parents-stop-feeling-that-everything-you-do-is-wrong/

Gustav Mahler, Die Kindertotenlieder, Songs of the Death of Children

FRIDAY NOVEMBER 19: VISIT UFFIZI MUSEUM

SESSION ELEVEN: 23 November 2021
This week focuses on texts that elucidate the “discovery” of child welfare, child poverty, child abuse, the effects of systemic racism on child development, and the social determinants of health. Discussion of the crucial United Nations text on Millennium Goals for children: how do international organizations or national governments attempt to set goals for the improvement of child welfare in the modern world? We will talk about UNICEF and WHO efforts ranging from clean water to literacy, and also about government programs from immunization to higher education.

READING:
SESSION TWELVE: 30 November 2021

Children’s literacy and children’s literature. We will discuss the history of literacy over the last five centuries, and the history of reading. We will then discuss the struggle to combat illiteracy in the contemporary world, comparing campaigns undertaken in different countries and under different political systems, and considering the different challenges of learning to read in alphabetic and character-based systems. We will then discuss the emergence and development of children’s literature.

FILM: *Pinocchio* (Disney, 1940)

READING:
Barrie, *Peter Pan*, just selection on NYU Classes (opening 4 chapters plus final chapter)

Collodi, *Pinocchio*, only chapters 1-10 (on Classes)

Twain, *Tom Sawyer*, only chapters 1 and 2; at this site: https://www.gutenberg.org/files/74/74-h/74-h.htm#c1

*Annotated African-American Folktales* (selections)

SESSION THIRTEEN: 7 December 2021
Adolescence. We will discuss the historical evolution of ideas about adolescence and the way the concept was represented in literature and discussed in classical texts.

READING: Pasolini, *The Ragazzi* (excerpt)
  - Margaret Mead, *Coming of Age in Samoa* (excerpt)
  - Mozart, *The Marriage of Figaro*, selection

FILM: Pinocchio

SESSION FOURTEEN: 14 December 2021
  - Student Presentations of Research Projects
  - What have we learned?

FINAL EXAM: 21 December 2021

**Attendance Policy**
Studying at Global Academic Centers is an academically intensive and immersive experience, in which students from a wide range of backgrounds exchange ideas in discussion-based seminars. Learning in such an environment depends on the active participation of all students. And since classes typically meet once or twice a week, even a single absence can cause a student to miss a significant portion of a course. To ensure the integrity of this academic experience, class attendance at the centers, or online through NYU Brightspaces if the course is remote synchronous/blended, is expected promptly when class begins. Attendance will be checked at each class meeting. If you have scheduled a remote course immediately preceding/following an in-person class, you may want to write to florence.academicsupport@nyu.edu to see if you can take your remote class at the Academic Center.

As soon as it becomes clear that you cannot attend a class, you must inform your professor and/or the Academics team by e-mail immediately (i.e. before the start of your class). Absences are only excused if they are due to illness, Moses Center accommodations, religious observance or emergencies. Your professor or site staff may ask you to present a doctor's note or an exceptional permission from an NYU Staff member as proof. Emergencies or other exceptional circumstances that you wish to be
treated confidentially must be presented to staff. Doctor’s notes must be submitted in person or by e-mail to the Academics team, who will inform your professors.

Unexcused absences may be penalized with a two percent deduction from the student’s final course grade for every week’s worth of classes missed, and may negatively affect your class participation grade. Four unexcused absences in one course may lead to a Fail in that course. Being more than 15 minutes late counts as an unexcused absence. Furthermore, your professor is entitled to deduct points for frequently joining the class late.

Exams, tests and quizzes, deadlines, and oral presentations that are missed due to illness always require a doctor’s note as documentation. It is the student’s responsibility to produce this doctor’s note and submit it to site staff; until this doctor’s note is produced the missed assessment is graded with an F and no make-up assessment is scheduled. In content classes, an F in one assignment may lead to failure of the entire class.

Regardless of whether an absence is excused or not, it is the student’s responsibility to catch up with the work that was missed.

Final exams
Final exams must be taken at their designated times. Should there be a conflict between your final exams, please bring this to the attention of the Academics team. Final exams may not be taken early, and students should not plan to leave the site before the end of the finals period.

Late Submission of Work
1. Work submitted late receives a penalty of 2 points on the 100 point scale for each day it is late (including weekends and public holidays), unless an extension has been approved (with a doctor’s note or by approval of NYU Florence Staff), in which case the 2 points per day deductions start counting from the day the extended deadline has passed.

2. Without an approved extension, written work submitted more than 5 days (including weekends and public holidays) following the submission date receives an F.

3. Assignments due during finals week that are submitted more than 3 days late (including weekends and public holidays) without previously arranged extensions will not be accepted and will receive a zero. Any exceptions or extensions for work during finals week must be discussed with the Assistant Director of Academic Affairs, Lisa Cesarani (lisa.cesarani@nyu.edu).

4. Students who are late for a written exam have no automatic right to take extra time or to write the exam on another day.
5. Please remember that university computers do not keep your essays - you must save them elsewhere. Having lost parts of your essay on the university computer is no excuse for a late submission.

Academic Honesty & Plagiarism

As the University's policy on "Academic Integrity for Students at NYU" states: "At NYU, a commitment to excellence, fairness, honesty, and respect within and outside the classroom is essential to maintaining the integrity of our community. By accepting membership in this community, students take responsibility for demonstrating these values in their own conduct and for recognizing and supporting these values in others." Students at Global Academic Centers must follow the University and school policies.

NYU takes plagiarism very seriously; penalties follow and may exceed those set out by your home school. Your lecturer may ask you to sign a declaration of authorship form, and may check your assignments by using TurnItIn or another software designed to detect offences against academic integrity. The presentation of another person’s words, ideas, judgment, images, or data as though they were your own, whether intentionally or unintentionally, constitutes an act of plagiarism. It is also an offense to submit work for assignments from two different courses that is substantially the same (be it oral presentations or written work). If there is an overlap of the subject of your assignment with one that you produced for another course (either in the current or any previous semester), you MUST inform your professor.

For guidelines on academic honesty, clarification of the definition of plagiarism, examples of procedures and sanctions, and resources to support proper citation, please see:
- NYU Academic Integrity Policies and Guidelines
- NYU Library Guides

Inclusivity Policies and Priorities

NYU's Office of Global Programs and NYU's global sites are committed to equity, diversity, and inclusion. In order to nurture a more inclusive global university, NYU affirms the value of sharing differing perspectives and encourages open dialogue through a variety of pedagogical approaches. Our goal is to make all students feel included and welcome in all aspects of academic life, including our syllabi, classrooms, and educational activities/spaces.

Attendance Rules on Religious Holidays

Members of any religious group may, without penalty, excuse themselves from classes when required in compliance with their religious obligations. Students who anticipate being absent due to religious observance should notify their lecturer and Office of Academic Support in writing via e-mail one week in advance. If examinations or assignment deadlines are scheduled on the day the student will be absent, the
Academics Office will schedule a make-up examination or extend the deadline for assignments. Please note that an absence is only excused for the holiday but not for any days of travel that may come before and/or after the holiday. See also University Calendar Policy on Religious Holidays.

**Pronouns and Name Pronunciation (Albert and Zoom)**
Students, staff, and faculty have the opportunity to add their pronouns, as well as the pronunciation of their names, into Albert. Students can have this information displayed to faculty, advisors, and administrators in Albert, NYU Brightspace, the NYU Home internal directory, as well as other NYU systems. Students can also opt out of having their pronouns viewed by their instructors, in case they feel more comfortable sharing their pronouns outside of the classroom. For more information on how to change this information for your Albert account, please see the Pronouns and Name Pronunciation website.

Students, staff, and faculty are also encouraged, though not required, to list their pronouns, and update their names in the name display for Zoom. For more information on how to make this change, please see the Personalizing Zoom Display Names website.

**Moses Accommodations Statement**
Academic accommodations are available for students with documented and registered disabilities. Please contact the Moses Center for Student Accessibility (+1 212-998-4980 or mosescsd@nyu.edu) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance. Accommodations for this course are managed through NYU Florence.

**Bias Response**
The New York University Bias Response Line provides a mechanism through which members of our community can share or report experiences and concerns of bias, discrimination, or harassing behavior that may occur within our community.

Experienced administrators in the Office of Equal Opportunity (OEO) receive and assess reports, and then help facilitate responses, which may include referral to another University school or unit, or investigation if warranted according to the University's existing Non-Discrimination and Anti-Harassment Policy.

The Bias Response Line is designed to enable the University to provide an open forum that helps to ensure that our community is equitable and inclusive.

To report an incident, you may do so in one of three ways:

- Online using the Web Form (link)
FULL COURSE DESCRIPTION

This course combines the disciplinary approaches of intellectual history (Professor Wolff) and medical humanities (Professor Klass) to offer a new way of thinking about the relation between texts and ideas. Just as the fundamental texts of the humanities, dating back to the Renaissance in Europe (and even further in East Asia and the Middle East) have generated new ideas about childhood, those ideas have also produced new texts—medical and pediatric texts—that have further elaborated on the understanding of childhood in different cultural contexts. Intellectual history brings the historian’s sense of social context to bear upon the evolution of ideas, and the medical humanities brings the physician’s understanding of the human body to bear upon changing ideas about health and development. This course stresses the importance of both cultural and medical texts for thinking about ideas of childhood, and attempts to explore how ideas about ourselves—the human subject—both shape and are shaped by the social forms and facts of childhood across cultures and across centuries.
How are children and childhood viewed in different texts from different cultures and centuries? To whom do children really belong—the parents, the state, the world? Whose responsibility is it to educate, feed, and care for children? Is a child a “blank slate” or a prepackaged set of emotions, intellectual abilities, and behaviors? This course emphasizes historical, medical, and cultural perspectives on childhood, exploring common themes and cultural variations, as reflected in literary texts and artistic representations in America, Europe, and China: Confucian analects, Italian European Renaissance painting, Montaigne’s essays, John Locke’s philosophy, Rousseau’s educational ideals, English Romantic poetry, German Romantic Lieder, Freud on the dynamics of childhood, African-American folk tales and memoirs, parenting advice texts from classical Chinese pediatrics to Dr. Spock and children's literature texts from Puritan tracts to Dr. Seuss. We will explore the history, medicine, and sociology of childhood, including issues of infant and child mortality, education and pedagogy, child labor, children in cities, children and war, and the changing historical nature of the family in China, America, the Middle East, and Europe with a particular focus on Italy as the site at which the course will be taught. Every society cares deeply about its children, but every society cares for its children differently. This global examination of children will employ texts from around the world to discuss common themes and cultural variations. We will discuss education and health in global perspective, considering issues of global inequity and social justice, looking at children living in poverty and in marginalized communities. There will be museum trips and a visit to the Ospedale degli Innocenti (one of Europe’s first foundling homes for abandoned children). Each student will report to the class on some particular theme of childhood, using texts in comparative cultural perspective, and this class will provide a unique opportunity for students to think about texts and ideas, with different ideas, textually expressed, shaping different ways of thinking historically and culturally about childhood and human development.

INSTRUCTOR DETAILS:
Larry Wolff, Silver Professor of History
Executive Director, Remarque Institute
Co-Director, NYU Florence

Perri Klass, MD, Professor of Journalism and Pediatrics
Co-Director, NYU Florence

CLASSROOM ETIQUETTE

● We will all be masked and distanced in the classroom.
● Eating is not permitted in the classroom.
● Cell phones should be turned off during class time.
● We recycle! So keep it green! Please dispose of trash in the clearly marked recycle bins located throughout the on campus buildings

TEACHING METHODOLOGIES

Combining the perspectives of intellectual history and medical humanities to provide a new perspective on children and childhood and a new approach to thinking about texts and ideas.

Whole-group discussions focused on assigned readings, with individual students taking responsibility for preparing and leading discussions on readings of particular interest.

Focused lecture presentations including historical overview, images and art history perspectives, basic public health concepts, contemporary public issues concerning children and childhood.

Whole-group discussion following films, trips, and outside speakers.

Short student presentations throughout the course on topics of individual interest--may be linked to the readings or to students’ personal experience.

Review and analysis of readings, field trips, and films building on brief journal entries and observations.