

HIST*3200 - Youth in History

Fall 2025 Course Outline

Section: 01

Credits: 0.50

Land Acknowledgement: Guelph

The University of Guelph resides on the ancestral lands of the Attawandaron people and the treaty lands and territory of the Mississaugas of the Credit. We recognize the significance of the Dish with One Spoon Covenant to this land and offer respect to our Anishinaabe, Haudenosaunee and Métis neighbours. Today, this gathering place is home to many First Nations, Inuit, and Métis peoples and acknowledging them reminds us of our important connection to this land where we work and learn.

Calendar Description

This course examines the social history of childhood, youth and adolescence in western culture and how life cycles vary as a function of class, race and ethnicity, gender and sexuality. It will examine the experiences of young people in different historical eras. Questions to be explored include: Does the notion of adolescence transcend history and culture? How have experts constructed institutions such as the high school, the juvenile justice system, the media, medical and social scientific research to channel youth rebellion? Historical case studies will be selected to show generations in political, community and domestic conflict. This interdisciplinary history course draws upon sociology, anthropology, cultural studies, art, music, literature, academic writing and research from Europe, Canada and the United States.

Prerequisite(s): 7.50 credits

Department(s): Department of History

Course Description

Do children and young people have their own history? How do adults' decisions affect children's lives? This course will examine the social histories of childhood, youth and adolescence in North America and how the historical experiences vary as a function of culture, class, race and ethnicity, gender identity and generation. Special emphasis will be placed on how past and present theories of child-rearing and adolescent development enable child welfare agencies (child-savers) to scrutinize families and private life. We will explore how experts have constructed institutions such as the elementary and high schools, the juvenile justice system, paid work, the media and moral panics, and socio-medical research to 'normalize' and regulate childhood and youth? Modern science and academic theory will show past and current generations in political, community and domestic change, consensus and conflict. This interdisciplinary course draws upon anthropology, sociology, psychology cultural studies, art, music, literature and international research.

Learning Resources

You do not need to purchase a textbook. All course material, weekly readings and documentaries can be found on Course link (Website) (<https://courselink.uoguelph.ca/>)

Campus Resources

If you are concerned about any aspect of your academic program: Make an appointment with a Program Counsellor (<https://www.uoguelph.ca/uaic/programcounsellors/>) in your degree program. If you are struggling to succeed academically: There are numerous academic resources offered by the Learning Commons (<https://www.lib.uoguelph.ca/using-library/spaces/learning-commons/>) including, Supported Learning Groups for a variety of courses, workshops related to time management, taking multiple choice exams, and general study skills.

Library Course Reserve (Ares)

For this course, you will be required to access course reserve materials through the University of Guelph McLaughlin Library. To access these items, select **Ares** on the navbar in CourseLink. Note that you will need your Central Login ID and password to access items on reserve. For further instructions on accessing reserve resources, visit [How to Get Course Reserve Materials \(https://www.lib.uoguelph.ca/find/coursereserves-ares/\)](https://www.lib.uoguelph.ca/find/coursereserves-ares/).

If at any point during the course you have difficulty accessing reserve materials, please contact the e-Learning Operations and Reserve Services staff at:
Tel: 519-824-4120 ext. 53621 | Email: libres2@uoguelph.ca | Location: McLaughlin Library, First Floor, University of Guelph

Course Level Learning Outcomes

By the end of this course, you should be able to:

1. demonstrate comprehension of evidence-based scholarship based on class discussion, written exams, individual research, oral presentation and providing feedback to peers.
2. read, view and analyze journal articles, historical documents, films and documentaries that explore the contribution children and youth have made and continue to make in Canadian and global culture.
3. gain practical experience in constructing a research problem and conducting original research and analysis of social policy related to young people in Canada today. In addition, you will learn how to present the results of your research.
4. analyze critical issues facing youth today through an historical lens. Ongoing age-based discriminatory practices against youth in everyday life will be identified from an historical and Human Rights perspective.
5. develop an understanding of the history and contemporary challenges of children's rights as social movement and professional practice.
6. develop skills related to the wider principles of academic integrity and leadership. Students will develop respect for the point of view of peers and effective interaction with the instructor. Students will learn that the practice of history is bound by methods and approaches that model best practices in reading, writing and reasoning and lively debate.

Schedule of Topics

HIST*3200 is a reading and writing intensive lecture based/seminar format class focused on developing ideas from the assigned readings. Classes will include a 50-minute professor lead lecture and a 20-minute student-led small group discussion of primary documents—Individuals and groups will be called upon to present a primary document to the class during the lecture—Always arrive PREPARED! The assigned primary documents will either be pre-assigned or available only at time of lecture. They may include, material culture related to children and teenagers in the western world such as images, songs, art, literature, films and documentaries. Class participation, creativity and originality will be emphasized.

September 3: Introduction: Bringing Children and Youth into Canadian History

September 8 Political Children

Little Fists for Social Justice: Anti-Semitism, Community and Montreal's Aberdeen School Strike, 1913, Roderick MacLeod and Mary Anne Poutanen

"White supremacy, Chinese Schooling, and School Segregation in Victoria the Case of the Chinese Student's Strike 1922-23, Tim Stanley
- Primary Document: "Wee Kiddies on Picket Duty at Aberdeen School Strike," Montreal Herald, March 1913

September 10 Socializing Boys: Masculinity and Violence

"He was Determined to Go": Underage Soldiers in the Canadian Expeditionary Force, Tim Cook

Primary Film Documentary: Mask You Live In, <https://uoguelph.kanopy.com/video/maskyou-live-in>

September 15 Sexuality Talk: Learning About Sexuality

Sex and the Board of Education. Mary Louise Adams

"I could tell I wasn't like everybody else": Toward a History of Queer Childhoods in Australia, Scott McKinnon

Primary Film Documentary: It's a Girl's World, https://www-nfbca.subzero.lib.uoguelph.ca/film/its_a_girls_world/

September 17 Turning Red: How to write your review essay and presentation tips

"Emotions," Karen Vallgarda

"Gender Sexuality and the Body," Ishita Pande

Primary Document: <https://streaming-acf-film-com.us1.proxy.openathens.net/audiocine/play/70a82e1f4d661477?referrer=marc>

Log on at UG Library. Disney and Pixar's "Turning Red" introduces Mei Lee, a confident, dorky 13-year-old torn between staying her mother's dutiful daughter and the chaos of adolescence. Her protective, if not slightly overbearing mother, Ming, is never far from her daughter—an unfortunate reality for the teenager. And as if changes to her interests, relationships and body weren't enough, whenever she gets too excited (which is practically ALWAYS), she "poofs" into a giant red panda!

September 22 Endangered Children

Glimpsing Working-Class Childhood Through the Laurier Palace Fire of 1927: The Ordinary, the Tragic, and the Historian's Gaze, Magda Fahrni

"Didactic Sudden Death: Children, Police, and Teaching Citizenship in the Age of Automobility," Tamara Myers

Primary Document, "The Funeral," Montreal Daily Star, 11 January 1927

September 24 Bad Homes

"La Maratre: Maria-Anne Houde and the Myth of the Wicked Stepmother in Quebec," Peter Gossage

"Incest, the Sexual Abuse of children, and the Power of Familialism." Joan Sangster

"Tinydopers: A case study of Deviant Socialization," Patricia Adler and Peter Adler

Primary Documentary: Born Bad CBC Gem <https://www.cbc.ca/player/play/video/1.6171218>

September 29 Regulation and Children's Embodiment

"Educating Mothers: Government Advice for Women in the Inter-War Years," Katherine Arnup

"Creating "Normal" Families in Postwar Canada: The Thalidomide Babies," Jessica Haynes

Primary Document: "Demands Right to Abortion," Toronto Daily Star, 26 July 1962

October 1 MIDTERM #1

October 6 Teen brain

"Being in Your Twenties, in the Thirties: Liminality and Masculinity during the Great Depression" - Liminality and Masculinity during the Great Depression, Heidi Macdonald

Primary Document: "Moody. Impulsive. Maddening. Why do teenagers act the way they do? Viewed through the eyes of evolution, their most exasperating traits may be the key to success as adults," National Geographic, David Dobbs

October 8 Challenging "Normal"

"Sacred Daemons: Exploring British Columbian Society's Perceptions of "Mentally Deficient" Children, 1870-1930," Nic Clarke

"Child Freak Performers in Early to Mid-Twentieth-Century Canada," Jane Nicholas

Primary Document: Ernie-Len Promotion, c. 1935 and The Feeble-Minded in Ontario, Eighth Report for the Year 1913

October 13 Break and 15 Outline Due [hand in On Courselink]

October 20 Residential Schooling Reconsidered

"Schooled for Inequality: The Education of British Columbia Aboriginal [First Nations] Children", Jean Barman

"Administering Colonial Science: Nutritional Research and Human Biomedical Experimentation in Aboriginal Communities and Residential Schools, 1942-1952, Ian Mosby

Primary Document: Russell Mose's 1965 Residential School Memoir.

October 22 Global Citizenship and Children's Charities

"Blistered and Bleeding, Tired and Determined: Visual Representations of Children and Youth in the Miles for Millions Walkathon," Tamara Myers

Primary Document: Miles for Millions Declaration Poster, c. 1968

October 27 Micro-Aggressions of Play

"Totem Poles, Tepees and Token Traditions: 'Playing Indian' at Ontario Summer Camps, 1920-1955," Sharon Wall

Primary Documentary, Crip Camp (2020) <https://www.youtube.com/watch?v=OFS8SpwioZ4>

October 29 Leisure: Play and Violence

Reading: "Every Boy Ought to Learn to Shoot and to Obey Orders": Guns, Boys, and the Law in English Canada from the Late Nineteenth Century to the Great War, R. Blake Brown

Reading: Gossip, Contest, and Power in the Making of Suburban Bad Girls: Toronto, 1945–6, Franca Iacovetta

November 3 Declaration of Children's Rights

"International Child Saving," Dominique Marshall

"Rivers Have Sources, Trees have Roots", Dionne Brand and Krisantha Sri Bhaggiyadatta

Primary Documentary: Canadian Muslim Youth project (University of Calgary) <https://cmypoint.com/digital-stories/>

November 5 Mid-term #2

November 10 Presentations, Participation and Peer Evaluation

Student Feedback sheets must be submitted at the end of each class Peer Evaluation and Class participation required

November 12-26: Student Presentations

Assessment Details

HIST*3200 is a reading and writing intensive course focused on ideas from the assigned readings, lectures and class discussions. All required course material is available on CourseLink, including material culture related to children in the western world, images, songs, art, literature, and documentaries.

Assessment Breakdown

Description	Weighting (%)	Due Date
In-Class Midterms	25 x 2 =50%	October 1 and November 5
Book Review Outline	10%	If you do not submit an outline 10% will be added to the final book review.
Book Review	25%	Due December 3 in Courselink Drop Box
Participation and Presentation	15%	5% for presentation and 10% for participation during the semester, including peer review evaluations November 10-26. You may miss 2 lectures or presentations.

Class Participation

Most lectures between September 3 and November 3 will have two parts. You will arrive in class having completed and printed out or handwritten a one-page response to the "Primary Document" or "Primary Documentary." This will be found in "Content" on Courselink. The professor will lecture for the first 50 minutes of each class. After the lecture, students will divide into groups and participate in an interactive discussion based on the assigned course material. Following the discussion, you will write a one paragraph response to the discussion and hand it in for participation grades. Your participation grade will be based on participation in lecture discussion and class presentations.

Presentation and Peer Evaluation

From November 10 to November 26 class time will be given over to student presentations. Class participation will be assessed during individual presentations for productive participation in class discussion and satisfactory completion and submission of peer-presentation evaluation forms.

Please be aware that the assignment of grades at the University of Guelph be based on clearly defined standards, which are to be published in the Undergraduate Calendar for the benefit of faculty and students and that the definitions for each of the numerical grade range (letter grades) be as follows:

80 - 100 (A) Excellent. An outstanding performance in which the student demonstrates a superior grasp of the subject matter, and an ability to go beyond the given material in a critical and constructive manner. The student demonstrates a high degree of creative and/or logical thinking, a superior ability to organize, to analyze, and to integrate ideas, and a thorough familiarity with the appropriate literature and techniques.

70 - 79 (B) Good. A more than adequate performance in which the student demonstrates a thorough grasp of the subject matter, and an ability to organize and examine the material in a critical and constructive manner. The student demonstrates good understanding of the relevant issues and a familiarity with the appropriate literature and techniques.

60 - 69 (C) Acceptable. An adequate performance in which the student demonstrates a generally adequate grasp of the subject matter and a moderate ability to examine the material in a critical and constructive manner. The student displays an adequate understanding of the relevant issues, and a general familiarity with the appropriate literature and techniques.

50 - 59 (D) Minimally Acceptable. A barely adequate performance in which the student demonstrates a familiarity with the subject matter, but whose attempts to examine the material in a critical and constructive manner are only partially successful. The student displays some understanding of the relevant issues, and some familiarity with the appropriate literature and techniques.

0 - 49 (F) Fail. An inadequate performance.

Individual Presentation (Sign up on Courselink, See: Individual Presentation)

Your presentation must include a focused summary of the YA book selected and an historically grounded account of the debate for or against its inclusion in a modern school library. Your presentation may include one PowerPoint slide to help illustrate your argument for against the book. Please send a copy of the slide to the instructor prior to beginning of class. I will give you feedback and suggestions for your final book review based on your outline. Individual presentations may not exceed 5 minutes. It is strongly suggested that at least 75% of your project is complete by the time of your presentation.

Oral Presentation Tips: Watch demonstrations on November 10. An oral presentation is more than just reading a paper to an audience. Your delivery is important in effectively communicating your message. Organize your thoughts with an outline. Have a strong opening. Define terms early. Finish with a gusto. Time yourself. Create effective notes for yourself. And Practice!

Book Review Essay

Kids' books are currently being attacked or banned in school libraries across North America. While the phenomenon of book censorship is not new, it does appear to be on the upsurge. If the diversity of voices in school libraries is indeed under threat it is important for historians of childhood and youth to understand the implications for current and future generations. For the purposes of HIST*3200, you will select one or two "threatened" Young Adult (YA) books and assess the controversy (left, right and center). In short, select a book or author and identify the specific content under attack. You will need to identify with accurate citations the exact text, passages, and/or ideological content that is considered unsuitable for young readers. For example, sexual content or themes, racist/racialized language, and mature topics like violence and drug use, lifestyle choices, etc. You will also need to summarize the various position of stakeholders [for and against] often called "moral entrepreneurs". In your opinion, what challenges, concerns and ideological beliefs are said to be a stake for future generations? You may agree or disagree, provided your evidence supports your argument about the values and historical understandings under attack? To develop an historically grounded assessment of the YA book you select, you will need to do some contemporary social media and academic research. Your bibliography should include internet content (webpages) and 2 interdisciplinary academic articles. To enhance the depth of scholarly analysis you must use direct quotes from the YA book and/or author (where possible) and cite relevant academic sources. This project will be discussed in detail on September 17. A list of YA books can be found under content on Courselink.

Last Day to Drop Course

The final day to drop Fall 2025 courses without academic penalty is the last day of classes

After this date, a mark will be recorded, whether course work is completed or not (a zero is assigned for missed tests/assignments). This mark will show on the student's transcript and will be calculated into their average.

Course Grading Policies

Submission of Assignments

Late Assignments will be penalized 5% per day late.

Artificial Intelligence Policy

The use of Generated AI software is not permitted in this course for research or the book review and may be considered Academic Misconduct.

Standard Statements for Undergraduate Courses

Academic Integrity

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy (<https://calendar.uoguelph.ca/undergraduate-calendar/undergraduate-degree-regulations-procedures/academicmisconduct/>) is outlined in the Undergraduate Calendar.

Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability. Use of the SAS Exam Centre requires students to make a booking at least 10 days in advance, and no later than the first business day in November, March or July as appropriate for the semester. Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time. For students at the Guelph campus, information can be found on the SAS website. (<https://www.uoguelph.ca/sas/>)

Accommodation of Religious Obligations

If you are unable to meet an in-course requirement due to religious obligations, please email the course instructor within two weeks of the start of the semester to make alternate arrangements.

See the Academic calendar for information on regulations and procedures for Academic Accommodations of Religious Obligations (<https://calendar.uoguelph.ca/undergraduate-calendar/undergraduate-degree-regulations-procedures/academic-accommodation-religious-obligations/>).

Copies of Out-of-class Assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Drop Date

Students will have until the last day of classes to drop courses without academic penalty. The deadline to drop two-semester courses will be the last day of classes in the second semester. This applies to all undergraduate students except for Doctor of Veterinary Medicine and Associate Diploma in Veterinary Technology (conventional and alternative delivery) students. The regulations and procedures for course registration are available in the Undergraduate Calendar - Dropping Courses (<https://calendar.uoguelph.ca/undergraduate-calendar/undergraduate-degree-regulationsprocedures/dropping-courses/>).

Email Communication

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

Health and Wellbeing

The University of Guelph provides a wide range of health and wellbeing services at the Vaccarino Centre for Student Wellness (<https://wellness.uoguelph.ca/>). If you are concerned about your mental health and not sure where to start, connect with a Student Wellness Navigator (<https://wellness.uoguelph.ca/navigators/>) who can help develop a plan to manage and support your mental health or check out our mental wellbeing resources (<https://wellness.uoguelph.ca/shine-this-year/>). The Student Wellness team are here to help and welcome the opportunity to connect with you.

Illness

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

Recording of Materials

Presentations that are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a student, or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Resources

The Academic Calendars (<http://www.uoguelph.ca/registrar/calendars/?index>) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the Undergraduate Calendar for information on regulations and procedures for Academic Consideration. (<https://calendar.uoguelph.ca/undergraduate-calendar/undergraduate-degree-regulationsprocedures/academic-consideration-appeals-petitions/>)