

Children's Studies

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Courses

Visit online course listings to view semester offerings for L66 ChSt (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L66&crslvl=1:5>).

L66 ChSt 114 First-Year Seminar: Childhood in Greek Antiquity

Recent social histories exploring Greek childhood have emphasized the reconstruction of the ancient child's agency. Such studies have been interested to illuminate the lived experience of children and to apprehend their voices so often silent in the sources. While such inquiry has clearly widened our understanding of ancient children's lives, the present course is designed instead to explore explicitly the representation of children as particularly rich reservoirs of cultural values. Drawing upon a range of art historical and archaeological sources and literary genres, we will examine the ways in which children were presented to mirror back social mores, thus capturing the aspirations of ancient Greek society. As figures of future potential, children continue to offer social historians one of the most striking lenses through which to explore the question of our humanity. The protean answer to this question at once reveals the proximity and vast distance that stands between our modern society and the ancient Greek one.

Same as L08 Classics 114

Credit 3 units. A&S: FYS A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

L66 ChSt 178 First-Year Seminar: Imagining and Creating Africa: Youth, Culture, and Change

The goal of this course is to provide a glimpse into how youth reshape African society. Whether in North Africa with the Arab Spring, in West Africa with university strikes, or in East Africa through a linguistic full bloom, youth have been shaping social responses to societies for a long period. In this course, we will study social structures, including churches, NGOs, and developmental agencies, and we will learn about examples of Muslim youth movements and the global civil society. The course will also explore how youth impact cultural movements in Africa and how they influence the world. In particular, we will examine hip-hop movements, sports, and global youth culture developments that center on fashion, dress, dance, and new technologies. By the end of the course, students will have enriched ideas about youth in Africa and ways to provide more realistic comparisons to their counterparts in the United States. Course is for first-year, non-transfer students only.

Same as L90 AFAS 178

Credit 3 units. A&S: FYS A&S IQ: LCD BU: IS EN: H

L66 ChSt 251 Juvenile Justice in the Black Experience

This course examines the sociolegal past, present, and future of American juvenile justice, with a focus on the Black American experience. The course is organized in three parts. Part I surveys the late 19th- and early 20th-century development of the "parental state," including its institutional centerpiece (the juvenile court), its principle legal subjects ("dependents" and "delinquents"), and how these took

shape alongside the contemporaneous rise of American Apartheid. Part II examines several key changes and challenges in contemporary juvenile justice, including the transformation of this institution in the wake of the Civil Rights Movement and the endurance of racialized juvenile social control in the post-Civil Rights period. Finally, Part III considers possible futures of youth justice in the United States and beyond as well as practical strategies for achieving equal protection within and beyond the law. For AFAS majors, this course counts as Area Requirement 2.

Same as L90 AFAS 251

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

L66 ChSt 299 Internship in Children's Studies

This course offers up to three hours of academic credit (on a pass/fail basis) for an unpaid internship with an outside organization in some area of Children's Studies. Enrollment is restricted to children's studies minors and will require completion of a final written project as well as coordination with a site supervisor. For more information, please contact Dr. Wendy Anderson by email (andersonwl@wustl.edu) or phone: 314-935-9523.

Credit variable, maximum 3 units.

L66 ChSt 300 Interdisciplinary Introduction to Children's Studies

What is childhood? Is it supposed to be happy? And what can children's books, toys, and memoirs tell us about the experience of childhood in a certain time and place? This course is designed to introduce students to the field of children's studies, including readings in the history and literature of global childhood, excerpts from children's films and TV, visits from Wash U. faculty studying children across various disciplines, and real or virtual field trips to a children's museum and a juvenile detention facility. The course is intended to give students a richly detailed picture of how children and childhood are dealt with as subjects throughout the curriculum and the impact these approaches have had on how the greater society thinks about children. Freshmen are welcome to enroll. This course fulfills the Social Contrasts requirement in Arts & Sciences.

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: HUM EN: H

L66 ChSt 301C The American School

In this course, we examine the development of American schooling. Our focus is on three general themes: (1) the differing conceptions of schooling held by some American political, social, and cultural thinkers; (2) the changing relationships among schools and other educational institutions, such as the church and the family; and (3) the policy issues and arguments that have shaped the development of schooling in America.

Same as L12 Educ 301C

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA, ETH, HUM EN: H

L66 ChSt 304 Educational Psychology

This is a course in psychological concepts relevant to education that is organized around four basic issues: (1) how humans think and learn; (2) how children, adolescents, and adults differ in their cognitive and moral development; (3) the sense in which motivation and intention explain why people act as they do; and (4) how such key human characteristics as intelligence, motivation, and academic achievement can be measured. Offered fall and spring semesters.

Same as L12 Educ 304

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L66 ChSt 313B Education, Childhood, Adolescence and Society

This course examines the social and developmental experiences of children and adolescents at the national and international level. Readings will focus on the development of children and adolescents from historical, sociological, psychological, and political perspectives. Students will examine how both internal and external forces impact the developmental stages of children and adolescents. Students will investigate the issues that impact children and adults such as poverty, war, media, schooling, and changes in family structure. Students will explore some of the issues surrounding the education of children such as the effects of high quality preschool on the lives of children from low income families and the connection between poverty and educational achievement. Students will focus on the efficacy of the "safety nets" that are intended to address issues such as nutrition, health, violence, and abuse. Throughout the course, students will review and critique national and international public policy that is designed to address the needs of children and their families throughout the educational process.

Same as L12 Educ 313B

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L66 ChSt 3140 Sociolinguistics, Literacies, Schools, and Communities

Literacy learning and development within a thriving community require attention to the linguistic, cultural, and economic diversity of students. Within an era of state standardization and accountability, it is imperative to use a systems approach in education that unites homes, schools, and communities. Differentiating instruction to meet the needs of all students, including English language learners and other traditionally marginalized groups of students, is essential. This course will introduce students to sociocultural theories of literacy across settings. It will prepare students to analyze how race, ethnicity, class, gender, and language influence the development of literacy skills. We will develop a multifaceted view of literacy that is embedded within culture and that acknowledges the influences of social institutions and conditions. We will incorporate strategies for individual student needs based on students' backgrounds and prior experiences to deliver differentiated instruction and to teach students to set learning goals. Offered in fall semester only.

Same as L12 Educ 314

Credit 3 units. A&S IQ: HUM, SC, SD Art: HUM BU: BA EN: H

L66 ChSt 316W Topics in American Literature: Girls' Fiction

Topic varies. Writing intensive.

Same as L14 E Lit 316W

Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H
UColl: ENL

L66 ChSt 318 Topics in American Literature:

Same as L14 E Lit 318

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L66 ChSt 321 Developmental Psychology

This course concentrates on the cognitive and social development of the person from conception to adolescence. Topics covered include: infant perception, attachment, cognitive development from Piagetian and information processing perspectives, aggression and biological bases of behavior. Prerequisite: Psych 100B.

Same as L33 Psych 321

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L66 ChSt 3221 Girls' Media and Popular Culture

This course will analyze girls as cultural consumers, mediated representations, cultural producers, and subjects of social anxiety. Readings will cover a range of media that have historically been associated with girlhood, including not only film, television, and digital media but also dolls, magazines, literature, and music. We will explore what role these media texts and technologies have had in the socialization of girls, the construction of their gendered identities, and the attempts at regulation of their behavior, sexuality, and appearance. Although the course will focus on girlhood media since the 1940s, we will consider how constructions of girlhood identity have changed over time and interrogate how girlhood identity intersects with race, sexuality, and class. The course will examine important debates and tensions arising in relation to girls' media. We will evaluate concerns and moral panics about girls and their relationship to or perceived overinvestment in media and compare and contrast this with accounts of girls as active media consumers and producers. We will critically analyze how girls have been understood to negotiate agency in relation to commercialized culture — how they have been represented as wielders of "girl power," as passive or active consumers, as fans, and as media producers themselves. We will also analyze attempts to intervene in girls' media and popular culture and consider how these interventions have attempted to empower, inspire, or regulate girls or how they have worked to reinforce or challenge gendered understandings of childhood.

Same as L77 WGSS 3221

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

L66 ChSt 325 Psychology of Adolescence

This course concentrates on brain, cognitive, and social development during adolescence. This period of development is marked by transition and change. Special topics will include the vulnerability of the adolescent brain and the development of sexual orientation. Prerequisite: Psych 100B.

Same as L33 Psych 325

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L66 ChSt 3270 Comics, Graphic Novels, and Sequential Art

This course traces the evolution of comics in America from the "comic cuts" of the newspapers, through the development of the daily and Sunday strips, into the comic book format, and the emergence of literary graphic novels. While not a uniquely American medium, comics have a specifically American context that intersects with issues of race, class, gender, nationalism, popular culture, consumerism, and American identity. Comics have repeatedly been a site of struggle in American culture; examining these struggles illuminates the way Americans have constructed and expressed their view of themselves. The way comics have developed as a medium and art form in this country has specific characteristics that can be studied profitably through the lens of American Culture Studies.

Same as L98 AMCS 3270

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L66 ChSt 331 Topics in Holocaust Studies: Children in the Shadow of the Swastika

This course will approach the history, culture and literature of Nazism, World War II and the Holocaust by focusing on one particular aspect of the period — the experience of children. Children as a whole were drastically affected by the policies of the Nazi regime and the war it conducted in Europe, yet different groups of children experienced the period in radically different ways, depending on who they were and where they lived. By reading key texts written for and about children, we will first take a look at how the Nazis made children — both those they considered "Aryan" and those they designated "enemies" of the German people, such as Jewish children — an important focus of their politics. We will then examine literary texts and films that depict

different aspects of the experience of European children during this period: daily life in the Nazi state, the trials of war and bombardment in Germany and the experience of expulsion from the East and defeat, the increasingly restrictive sphere in which Jewish children were allowed to live, the particular difficulties children faced in the Holocaust, and the experience of children in the immediate postwar period. Readings include texts by Ruth Klüger, Harry Mulisch, Imre Kertész, Miriam Katin, David Grossman and others. Course conducted entirely in English. *Open to freshmen. Students must enroll in both main section and a discussion section.*

Same as L21 German 331

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

L66 ChSt 334 A History of the Golden Age of Children's Literature

A comprehensive survey of the major works for children written during this period.

Same as L14 E Lit 334

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L66 ChSt 336 The Cultural History of the American Teenager

This course will explore the recent history of the teenager in the United States, from the rise of teen culture in the 1950s to the current state of adolescence in the new century. Why have so many novels and films memorialized adolescence? How has the period of development been portrayed in books and film? How have depictions and attitudes toward teen culture changed over the past 50 years? We will begin with J.D. Salinger's classic novel of adolescence alienation, *The Catcher in the Rye*, a book that in many ways helped initiate the rise of the youth movement in the 1950s and 60s. From there, we will read a series of novels and historical studies that will trace the changes in teen culture that have occurred over the past half century. Our class will also consider a few films, such as *Rebel Without a Cause* and *Dazed and Confused*, which have helped shape our conception of the American teenager. Ultimately, we will question what these depictions of teen culture can tell us about larger trends and concerns in American life. Readings will include Judy Blume's *Forever*, Stephanie Meyer's *Twilight*, and Colson Whitehead's *Sag Harbor*.

Credit 3 units.

L66 ChSt 341 Children and Childhood in World Religions

This course will investigate the roles children play in some of the world's major religious traditions and how those traditions construct their concepts of childhood. From child disciples to child martyrs, from the miraculous childhoods of religious founders to the rites marking childhood's end, and from divine commandments involving fertility to those mandating celibacy, we will explore a wide range of different religions' teachings about children and childhood. We will combine primary and secondary sources including written texts, movies/video, and web-based content in order to learn more about the complex relationships between children and the religious traditions of Judaism, Christianity, Islam, Hinduism, Buddhism, and Confucianism.

Credit 3 units. A&S IQ: HUM, LCD BU: IS EN: H

L66 ChSt 342 Childhood, Culture, and Religion in Medieval Europe and the Mediterranean World

From child saints to child scholars and from child crusaders to child casualties, the experience of childhood varied widely throughout the European Middle Ages. This course will explore how medieval Jews, Christians, and Muslims developed some parallel and some very much divergent concepts of childhood, childrearing, and the proper cultural roles for children in their respective societies. Our readings will combine primary and secondary sources from multiple perspectives and multiple regions of Europe and the Mediterranean World, including a few weeks on the history and cultural legacy of the

so-called Children's Crusade of 1312. We will conclude with a brief survey of medieval childhood and its stereotypes as seen through contemporary children's books and TV shows. This course fulfills the Language & Cultural Diversity requirement for Arts & Sciences.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

L66 ChSt 344 Children's Television

How does contemporary television imagine children? How does the industry speak to them, with what aims, and using what types of representational strategies and modes of address? In turn, how do young people respond, both as viewers and, with the advent and increasing accessibility of new technologies, as media producers? This seminar will address these and other related questions while introducing students to the study of children's television in cultural and critical media studies. Throughout, we will address the theoretical question suggested by the course's title, a reference to the work of literary scholar Jacqueline Rose: is children's television possible? Same as L53 Film 344

Same as L53 Film 344

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L66 ChSt 354 No Boys Allowed: Girlhood and Programming for Girls in the 19th and 20th Centuries, United States

If boys and girls go to school together, why do we find so much sex-segregated extracurricular programming in the United States? Are there benefits? This course seeks to answer these questions by exploring the history of girlhood and girls' programming in the United States in the 19th and 20th centuries. We will explore the movement of girls' organizations from developing out of girls' exclusion from boys' clubs to a gradual emphasis on "empowering" girls. A critical examination of gender, sexuality, race and class will inform course discussions.

Same as L77 WGSS 354

Credit 3 units. A&S IQ: SSC, SC Arch: SSC Art: SSC BU: BA EN: S

L66 ChSt 3620 Anthropological Perspectives on the Fetus

Where do we come from? How do we get here? When does "life" begin? Is the fetus a "person" or something else? How could we decide? This course will integrate biological, medical, philosophical, and cross-cultural perspectives to examine how various societies (including our own) understand the nature of the human fetus. The course will examine basic human embryology, beliefs about conception and fetal development, ideas about the moral status of the fetus, controversies surrounding prenatal care and antenatal diagnostic testing (including sex-selection and genetic screening tests), current controversies about fetal medicine and surgery, and the problem of abortion in cross-cultural perspective.

Same as L48 Anthro 3620

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA EN: S

L66 ChSt 381 Banned Books

Why would anyone want to burn a book? Under what circumstances would you support censorship? Several years ago a Russian student was exiled to Siberia for possessing a copy of Emerson's *Essays*; today, school boards in the United States regularly call for the removal of *Huckleberry Finn* and *The Catcher in the Rye* from classrooms and library shelves. Actions like these dramatize the complex interconnections of literature and society, and they raise questions about what we read and the way we read. The course explores these issues by looking closely at several American and translated European texts that have been challenged on moral, sociopolitical or religious grounds to determine what some readers have found so threatening about these works. Possible authors: Goethe, Voltaire, Rousseau, Defoe, Hawthorne, Flaubert, Twain, Chopin, Brecht, Salinger, Aldous Huxley, Ray Bradbury. Brief daily writing assignments.

Same as L14 E Lit 381

Credit 3 units. A&S IQ: HUM Art: HUM BU: ETH

L66 ChSt 385 Topics in Comparative Literature

Topics in comparative literature. Subject matter will vary from semester to semester.

Same as L16 Comp Lit 385

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

L66 ChSt 389 Topics in Comparative Literature

Same as L16 Comp Lit 389

Credit 3 units. A&S IQ: LCD Art: HUM BU: HUM EN: H

L66 ChSt 400 Independent Work in Children's Studies

This course provides credit for children's studies minors who undertake a program of independent reading and/or research under the supervision of a faculty mentor on some subtopic within Children's Studies for which there is no regular course available. Please contact the Academic Coordinator for more information.

Credit variable, maximum 3 units.

L66 ChSt 4036 Children of Immigrants: Identity and Acculturation

This seminar takes an interdisciplinary approach to children of immigrants as an analytical subject. The course texts are in sociology, anthropology, and cultural studies, and a significant number of our case studies focus on 1.5- and second-generation Asian Americans and Latinx. Identity and identity politics are main topics; in addition, the course will critically examine theories on acculturation and assimilation. Our discussions cover a wide range of topics from culture, ethnicity, and race, to bilingualism, education, family, school, ethnic community, and youth culture. Students are required to conduct an individual research project among a selected group of children of immigrants. Attendance on the first day of class is mandatory to reserve class enrollment.

Same as L97 GS 4036

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: HUM EN: H

L66 ChSt 4046 Developmental Neuropsychology

Discussion will focus on early development and the disorders that affect the brain, such as cerebral palsy, sickle cell disease, and autism. Writing Intensive. Open only to advanced undergraduates, and declared Psychology majors will be given preference. Limited to 15 students. Prerequisites: Psych 100B and one of the following: Psych 321, Psych 360, Psych 3604, Psych 4604, or Psych 3401.

Same as L33 Psych 4046

Credit 3 units. A&S IQ: NSM, WI Art: NSM

L66 ChSt 4280 History of Urban Schooling in the United States

More than ever, schooling in urban areas is researched, and it is at the center of debates for improving U.S. schooling. This course, which is framed by contemporary issues, focuses on the history of urban schooling and policy to deepen our understanding of the contemporary landscape. We will focus on particular cities and their school districts; these may include New York, Boston, Chicago, Detroit, St. Louis, Los Angeles, San Francisco, and Atlanta. In this course, students will develop a strong contextual understanding of the conditions of urban schooling; the history of urban school reform; and the debates over the purposes of urban schools, past and present.

Same as L12 Educ 4280

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L66 ChSt 4289 Neighborhoods, Schools, and Social Inequality

A major purpose of the course is to study the research and policy literature related to neighborhoods, schools and the corresponding opportunity structure in urban America. The course will be informed by theoretical models drawn from economics, political science, sociology, anthropology, education and law. A major focus is to gain greater understanding of the experiences and opportunity structure(s) of urban dwellers, in general, and urban youth, in particular. While major emphasis will be placed on data derived from the interface of urban environments and the corresponding institutions within them, the generational experiences of various ethnic groups will complement the course foci. Enrollment note: Undergraduate students must enroll in Educ. 4289 and graduate students must enroll in Educ. 5289

Same as L12 Educ 4289

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

L66 ChSt 453B Sociology of Education

This course provides an overview of sociological theory and research on education in contemporary U.S. society. Drawing from sociological perspectives, it covers the implications of schools and schooling for social inequality, mobility, and group relations. It examines major theoretical perspectives on the purpose and social organization of mass education in the United States, and topics related to the organization and function of schools, access to educational resources, and group disparities in school experiences and outcomes. Enrollment note: Undergraduate students must enroll in Educ. 453B and graduate students must enroll in Educ. 5530

Same as L12 Educ 453B

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA, ETH EN: S

L66 ChSt 4591 The Development of Social Cognition

This course will explore what is known about the development of social cognition. Our starting point will be infants' capacity to navigate the social world, for instance, detecting agents, identifying social partners, and learning from those around us. We will consider what happens when the human ability to reason about others breaks down (as with autism), and what this can teach us about typical development. Each week we will cover one topic and a related set of readings. Class meetings will be devoted to active discussion and debate about the content of the readings. Students are required to write a weekly reaction paper to the readings to promote class discussion, and will give an in-class presentation on a novel research topic at the end of the semester. Graduate students may have additional course requirements. Prerequisites: Psych 100B and one of the following: Psych 315 or 321 or 360.

Same as L33 Psych 4591

Credit 3 units. A&S IQ: SSC BU: BA EN: S

L66 ChSt 4607 Education of Black Children and Youth

This course provides an overview of the education of Black children and youth in the United States. Covering both pre- and post-Brown eras, students in this course offers a deep examination of the research focused on Black education. The social, political, and historical contexts of education, as essential aspects of American and African-American culture and life, will be placed in the foreground of course inquiries.

Same as L12 Educ 4607

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA, HUM EN: H

L66 ChSt 4608 The Education of Black Children and Youth in the United States

This course provides an overview of the education of Black children and youth in the United States. Covering both pre- and post-Brown eras, this course offers a deep examination of the research focused on Black education. The social, political, and historical contexts of education -- as essential aspects of American and African-American culture and life -- will be placed in the foreground of course inquiries.

Same as L12 Educ 4608
Credit 3 units. A&S IQ: HUM, SD, WI Art: HUM EN: H

L66 ChSt 461B Construction and Experience of Black Adolescence

This course examines the construct of black adolescence from the general perspectives of anthropology, sociology and psychology. It begins by studying the construct of black adolescence as an "invention" of the social and behavioral sciences. The course then draws upon narrative data, autobiography, literature and multimedia sources authored by black youth to recast black adolescence as a complex social, psychological, cultural and political phenomenon. This course focuses on the meaning-making experiences of urban-dwelling black adolescents and highlights these relations within the contexts of class, gender, sexuality and education.

Same as L90 AFAS 461B

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S UColl: ACS, SSC

L66 ChSt 481W History of Education in the United States

Examines education within the context of American social and intellectual history. Using a broad conception of education in the United States and a variety of readings in American culture and social history, the course focuses on such themes as the variety of institutions involved with education, including family, church, community, work place, and cultural agency; the ways relationships among those institutions have changed over time; the means individuals have used to acquire an education; and the values, ideas, and practices that have shaped American educational policy in different periods of our history. Note About Enrollment: All students will be initially waitlisted. Because this is a writing intensive course, enrollment will most likely be 12 to 15 students. Enrollment preference will be given to students who are majoring/minoring in Educational Studies, Teacher Education, Applied Linguistics, History, American Culture Studies, and Children's Studies and to students needing to complete their Writing Intensive requirement. Instructor will e-mail students about enrollment.

Same as L12 Educ 481W

Credit 3 units. A&S IQ: HUM, SC, SD, WI BU: BA, HUM EN: H

L66 ChSt 499 Senior Seminar in Children's Studies

The children's studies minor brings together a range of disciplinary and methodological approaches to the study of children and childhood. In this 1-credit seminar, meeting for five three-hour evening sessions, junior and senior children's studies minors will discuss a series of interdisciplinary readings about the past and future of children's studies as a field, reflect on their own pasts and futures in the children's studies minor, and create and present portfolios of their minor experience. This course is a capstone experience for the minor in children's studies. Prerequisite: junior or senior standing and a minor in children's studies.

Credit 1 unit. A&S IQ: HUM Arch: HUM Art: HUM EN: H