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“Train up a child in the way he should go and when he is old he will not depart from it.”  
–Proverbs 22:6  

“Spare the rod and spoil the child.””  
–Traditional  

“Our birth is but a sleep and a forgetting. The soul that rises with us: our life star, hath had elsewhere its setting and cometh from a far. Not in entire forgetfulness, not in utter nakedness, but trailing clouds of glory do we come from God who is our home.”  
–William Wordsworth, English poet  

“Will the time hasten when fatherhood and motherhood shall become a science–and the noblest science?”  
–Walt Whitman, American poet (1871)  

“What the best and wisest parent wants for his own child, that must the community want for all its children.”  
–John Dewey, philosopher (1899)  

“The richest settings for discovering the rules of a society are those where novices of one sort or another are being instructed in appropriate behavior.”  
–James Spradley, anthropologist (1972)  

Class meetings: Amst 418D SG91 is an online course offered via the newly adopted Canvas platform. To log in, go to: http://elms.umd.edu. There are no face-to-face class meetings and no online meetings of the class.  

Course description:  
Human societies, if they are to persist over time, must accomplish two things. They must
replace their population, ordinarily (although not necessarily) through biological reproduction. Secondly, adults must transmit their culture—the knowledge and beliefs that structure and give meaning to their way of life, their “social inheritance”—to the younger generation, who will be responsible, in their turn, for carrying on that way of life. "Socialization" is the process in and through which cultural transmission is accomplished. Amst 418D looks at various issues connected with the process of socialization in the United States, drawing on works of fiction, autobiography, and sociology, as well as court cases, to do so.

Grading:

Five posts to Discussions. Each post is worth 30 points for a total of 150 points for the five assignments.
Final paper: 150 points (due by noon, Monday, May 13th)

Course Goals:

1) To offer a coherent and inclusive conceptual framework for understanding childhood socialization.

2) To document the diversity of the experience of childhood socialization in the United States.

3) To demonstrate the role of cultural factors such as values in shaping the processes of childhood socialization.

4) To provide opportunities for improvement of writing skills, with emphasis on writing that is concise, clear, precise, and well organized.

5) To develop skill in marshalling textual evidence in support of a thesis.

Course materials: The following five books (all paperback editions) have been ordered for the course and should be available in the Shady Grove bookstore. All are required reading.

Gerald Handel, Spencer Cahill, and Frederick Elkin, *Children and Society* (Oxford U Pr 2007) 978-0195330786
Lucy Larcom, *A New England Girlhood* (1889) 0-930350-82-0 This text is also available online: in the search window in Google, type: Larcom “A New England Girlhood” A free copy is available at books.google.com
Horatio Alger, *Ragged Dick* (1867) Signet Classics edition 978-0451529831 This text is also available online: in the search window in Google, type: Alger “Ragged Dick” A free copy is available at books.google.com
Anne Moody, *Coming of Age in Mississippi* (1968) 0-440-31488-7
978-0700618149

Used copies of these texts may be available on the Internet at such sites as Amazon.com, Alibris.com, or Abebooks.com at substantial savings.

Supplementing the required texts are scholarly articles and other short texts archived as PDFs and accessible via links to **Course Reserves**.

If you have any difficulty retrieving these readings, contact the instructor: rgkelly@umd.edu.

**Organization of the Course**

The course is organized in Modules. These generally correspond to the weeks of the semester.

**Module 1**: Getting Started: set your notification preferences.

**Module 2**: January 23 – 27 (Week 1)  
Reading assignment:


**Module 3**: January 28 – February 3 (Week 2)  
Reading assignment:

Larcom, *A New England Girlhood*, chpts VII-XII  
Horace Bushnell, chpt VI ,“Plays and Pastimes, Holidays and Sundays,” from *Christian Nurture* (1861), 291-314. **Course Reserves**

Note: *Christian Nurture* is also available on several Internet sites. The following URL accesses the Centenary edition of *CN*, published by Charles Scribner’s Sons (1912): [http://www.questia.com/PM.qst?a=o&d=1310357](http://www.questia.com/PM.qst?a=o&d=1310357)

Use the Table of Contents on the left of the site’s first page to go directly to the assigned chapters.
Module 4: February 4 – 10 (Week 3)

Reading assignment:


Writing assignment: Posting #1 due by 11 p.m., Sunday, February 10th. See Assignments for directions.

Module 5: February 11 – 17 (Week 4)

Reading assignment:

Horatio Alger, Jr., *Ragged Dick* (1867)

Module 6: February 18 – February 24 (Week 5)

Reading Assignment:

Gerald Handel, Spencer Cahill, and Frederick Elkin, *Children and Society*: chpts 1-4; pp. 2-118.

Writing assignment: Posting #2 due by 11 p.m., Sunday, February 24th. See Assignments for directions.

Module 7: February 25 – March 3 (Week 6)

Reading assignment:

Handel, Cahill, and Elkin, *Children and Society*, chpts 5-8; pp. 124-236.

Module 8: March 4 – 10 (Week 7)


Click on the link “School and Social Process” [sic] to access the first chapter of *The School and Society*. The correct title of the chapter is “The School and Social Progress.”

Writing assignment: Posting #3 due by 11 p.m., Sunday, March 10th. See Assignments for directions.

Module 9: March 11 – 17 (Week 8)

Reading assignment:

Handel, Cahill, and Elkin, Children and Society, chpts 9-10; pp. 240-284.


Week 9: Spring Recess (March 17 – 24)

Module 10: March 25 – March 31 (Week 10)

Reading assignment:

Handel, Cahill, and Elkin, Children and Society, chpt 11; pp. 287-311.

Two short stories from The American Girl Book of First Date Stories (Random House 1963): “Souvenir” (pp. 129-147) and “Please, Telephone, Ring!” (pp. 148-164). Course Reserves

Writing assignment: Posting #4 due by 11 p.m., Saturday, March 30th. See Assignments for directions.

Module 11: April 1 – 7 (Week 11)

Reading assignment:

Selections from Profile of Youth, ed. Maureen Daly (J. B. Lippincott 1951):

“When a Fellow’s Seventeen” (Ronnie Baker: Washington, Iowa), pp. 35-44

“City Girl” (Myrdice Thornton: Chicago, Illinois), pp. 177-193

“American Youth: Full View,” pp. 253-256 Course Reserves

Selections from Judson T. and Mary G. Landis, Building Your Life (Prentice-Hall 1959):
Module 12: April 8 - 14 (Week 12)

Reading Assignment:


**Writing assignment: Posting #5** due by 11 p.m., Sunday, April 14th. See *Assignments* for directions.

Module 13: April 15 – May 9 (Weeks 13 – 15)

Reading assignment:


**Course Reserves**


Module 14: Final Paper due by noon, Monday, May 13th. 150 points.

**Course requirements:**

1. Five postings to class Web site (30 points each). As indicated on the schedule of readings, there will be five opportunities to post short responses (500 word maximum) to selected readings. The questions and directions for posting can be found on the course Web site in *Assignments* or via a link in the module for the week in which a posting assignment is due.


**University Policies:**

1. Students with disabilities should contact the instructor at the beginning of the semester to discuss any needed accommodation for this course.
2. The University has approved a **Code of Academic Integrity** ([http://www.shc.umd.edu/code.html](http://www.shc.umd.edu/code.html)) which prohibits students from cheating on papers, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, facilitating academic dishonesty, submitting fraudulent documents, and forging signatures. Plagiarism policy: all quotations taken from other authors, including from the Internet, must be indicated by quotation marks and referenced. Paraphrasing must be referenced as well. The following University of Maryland **Honor Pledge**, approved by the University Senate, should be handwritten and signed on the front page of all papers, projects or other academic assignments submitted for evaluation in this course: "I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/paper."

3. Religious observance: Please inform your instructor of any intended absences for religious observance in advance.

4. This syllabus may be subject to change. Students will be notified in advance of any important changes that could affect grading, assignments, etc.