

KINGSBOROUGH COMMUNITY COLLEGE
The City University of New York

CURRICULUM TRANSMITTAL COVER PAGE

Department: History, Philosophy, and Political Science Date: 9/15/2016

Title Of Course Or Degree: HIS 8200: History of Childhood in Western Society, 1500---present

NOV 19 10 14 34

Change(s) Initiated: (Please check)

- | | |
|---|---|
| <input type="checkbox"/> Closing of Degree | <input type="checkbox"/> Change in Degree or Certificate Requirements |
| <input type="checkbox"/> Closing of Certificate | <input type="checkbox"/> Change in Degree Requirements (adding concentration) |
| <input type="checkbox"/> New Certificate Proposal | <input checked="" type="checkbox"/> Change in Pre/Co-Requisite |
| <input type="checkbox"/> New Degree Proposal | <input type="checkbox"/> Change in Course Designation |
| <input type="checkbox"/> New Course | <input type="checkbox"/> Change in Course Description |
| <input checked="" type="checkbox"/> New 82 Course | <input type="checkbox"/> Change in Course Title, Numbers Credit and/or Hour |
| <input type="checkbox"/> Deletion of Course | <input type="checkbox"/> Change in Academic Policy |
| | <input type="checkbox"/> Pathways Submission: |
| | <input type="checkbox"/> Life and Physical Science |
| | <input type="checkbox"/> Math and Quantitative Reasoning |
| | <input type="checkbox"/> A. World Cultures and Global Issues |
| | <input type="checkbox"/> B. U.S. Experience in its Diversity |
| | <input type="checkbox"/> C. Creative Expression |
| | <input type="checkbox"/> D. Individual and Society |
| | <input type="checkbox"/> E. Scientific World |

Other (please describe): _____

PLEASE ATTACH MATERIAL TO ILLUSTRATE AND EXPLAIN ALL CHANGES

DEPARTMENTAL ACTION

Action by Department and/or Departmental Committee, if required:

Date Approved: 9/15/16 Signature, Committee Chairperson: Michael Behr

I have reviewed the attached material/proposal

Signature, Department Chairperson: Michael Behr

**KINGSBOROUGH COMMUNITY COLLEGE
THE CITY UNIVERSITY OF NEW YORK**

NEW COURSE PROPOSAL FORM

1. **DEPARTMENT, COURSE NUMBER, AND TITLE (SPEAK TO ACADEMIC SCHEDULING FOR NEW COURSE NUMBER ASSIGNMENT):** Department of History, Philosophy and Political Science/ HIS 82/ History of Childhood in Western Society, 1500-present
2. **DOES THIS COURSE MEET A GENERAL EDUCATION/CUNY CORE CATEGORY?**
 - Life and Physical Science
 - Math and Quantitative Reasoning
 - A. World Cultures and Global Issues
 - B. U.S. Experience in its Diversity
 - C. Creative Expression
 - D. Individual and Society
 - E. Scientific World

IF YES, COMPLETE AND SUBMIT WITH THIS PROPOSAL A CUNY COMMON CORE SUBMISSION FORM.

3. **DESCRIBE HOW THIS COURSE TRANSFERS (REQUIRED FOR A.S. DEGREE COURSE). IF A.A.S. DEGREE COURSE AND DOES NOT TRANSFER, JUSTIFY ROLE OF COURSE, E.G. DESCRIBE OTHER LEARNING OBJECTIVES MET:**

History of Childhood in Western Society parallels a number of courses offered in the CUNY system and at other local colleges and universities. The proposed course is similar (but not exactly identical) to various courses in early childhood education (such as "Perspectives on Childhood") offered at many of the CUNY campuses, including Baruch College, BMCC, BCC, Brooklyn College, Hostos, LaGuardia Community College, Lehman College, Medgar Evans, QCC, City College and CSI. The difference, however, is that the proposed course for KBCC is designed to be more interdisciplinary and inclusive than the other CUNY courses intended for early childhood education majors. As such, my class complements the existing CUNY offerings in early childhood education but is designed to appeal to a variety of majors and potential transfer students, including students with interests in history, sociology, psychology, childhood education, as well as art history and visual studies.

In the CUNY system, the closest course is "Childhood in the Western World," HIST 3320 at Brooklyn College, which takes a very similar approach to the socio-historical development of childhood.

At other NYC-area colleges; parallel courses are offered at Rutgers (CS 163:320/ History of Childhood and Youth), Columbia University (HIST 3979/ Childhood and Policy in the United States and Europe) and New York University (CORES-AD 72J/ Children and Childhood)

4. **BULLETIN DESCRIPTION OF COURSE:**

A thematic survey of important political, cultural and social developments in the history of childhood in Western Society, 1500-present, including the early modern invention of childhood; 17th and 18th century educational reform movements; children, industrialization and labor; toy design and the material culture of childhood; childhood and totalitarian regimes; consumption for and by children; and race, class and gender.

5. **CREDITS AND HOURS* (PLEASE CHECK ONE APPROPRIATE BOX BELOW BASED ON CREDITS):**

1-credit:	<input type="checkbox"/> 1 hour lecture <input type="checkbox"/> 2 hours lab/field/gym
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2-credits:	<input type="checkbox"/> 2 hours lecture <input type="checkbox"/> 1 hour lecture, 2 hours lab/field <input type="checkbox"/> 4 hours lab/field
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3-credits:	<input checked="" type="checkbox"/> 3 hours lecture (3 Hours, 3 Credits)
	<input type="checkbox"/> 2 hours lecture, 2 hours lab/field
	<input type="checkbox"/> 1 hour lecture, 4 hours lab/field
	<input type="checkbox"/> 6 hours lab/field

4-credits:	<input type="checkbox"/> 4 hours lecture
	<input type="checkbox"/> 3 hours lecture, 2 hours lab/field
	<input type="checkbox"/> 2 hours lecture, 4 hours lab/field
	<input type="checkbox"/> 1 hour lecture, 6 hours lab/field
	<input type="checkbox"/> 8 hours lab/field

More than 4-credits:	<input type="checkbox"/> Number of credits: ____ (explain mix lecture/lab below)
	____ Lecture ____ Lab
Explanation:	_____

***Hours are hours per week in a typical 12-week semester**

6. NUMBER OF EQUATED CREDITS IN ITEM #5: _____
7. COURSE PREREQUISITES AND COREQUISITES (IF NONE PLEASE INDICATE FOR EACH)
- A. PREREQUISITE(S): NONE
- B. COREQUISITE(S): NONE
- C. PRE/COREQUISITE(S): None
8. BRIEF RATIONALE TO JUSTIFY PROPOSED COURSE TO INCLUDE:
- A. ENROLLMENT SUMMARY IF PREVIOUSLY OFFERED AS AN 82 (INCLUDE COMPLETE 4-DIGIT 82 COURSE NUMBER)
- B. PROJECTED ENROLLMENT
- C. SUGGESTED CLASS LIMITS
- D. FREQUENCY COURSE IS LIKELY TO BE OFFERED
- E. ROLE OF COURSE IN DEPARTMENT'S CURRICULUM AND COLLEGE'S MISSION

The course is intended to complement the History Department's existing areas of curricular strength. At present, we offer traditional chronological and geographic survey courses (based in the United States, Europe, and the World, i.e. courses such as Modern Europe or Europe in the 20th Century) as well as thematic survey courses (such as the History of New York City or the Nazi Holocaust) organized around certain themes or topics. My proposed course falls into the second, thematic category and is designed to have broad interdisciplinary appeal among liberal arts majors interested in childhood/child development, psychology, sociology, and social and cultural history. Our departmental curriculum committee has found that thematic courses like this typically work well among the KBCC student population, which is often very unevenly prepared, as such thematic courses typically require less background than traditional survey courses. The course examines the socio-historical ideas surrounding childhood in a way that is relevant and applicable to real-world practical application while providing an interesting overview of Western history not covered in other survey courses. As such, the course is highly relevant to the KBCC and broader CUNY mission.

The projected enrollment would be 40, with a cap of 45. We plan to offer the course first as a HIS 82 and then seek permanent approval of the course, to be offered once or twice a year (pending projected demand). At this point, we would seek to include the course in the CUNY Pathways core curriculum under B) "World Cultures and Global Issues" in the Flexible Common Core. The course meets several of the Pathways learning outcomes, such as applying the disciplinary methods of history and childhood studies to the study of a particular global issue (i.e. childhood in Western society); analyzing socio-cultural constructions of childhood from a variety of competing disciplinary, analytical, and subjective perspectives; and, fundamentally, examining how concepts of children and childhood are not universal or

timeless, but historically and culturally specific to certain world societies.

9. LIST COURSE(S), IF ANY, TO BE WITHDRAWN WHEN COURSE IS ADOPTED (NOTE THIS IS NOT THE SAME AS DELETING A COURSE): N/A

10. IF COURSE IS AN INTERNSHIP, INDEPENDENT STUDY, OR THE LIKE, PROVIDE AN EXPLANATION AS TO HOW THE STUDENT WILL EARN THE CREDITS AWARDED. THE CREDITS AWARDED SHOULD BE CONSISTENT WITH STUDENT EFFORTS REQUIRED IN A TRADITIONAL CLASSROOM SETTING:
N/A

11. PROPOSED TEXT BOOK(S) AND/OR OTHER REQUIRED INSTRUCTIONAL MATERIAL(S):

Hugh Cunningham, *Children and Childhood in Western Society Since 1500*, second edition. New York: Pearson Longman, 2005. ISBN: 978-0-581-78453-6

All students must have a blackboard account to access additional primary and secondary source readings.

12. REQUIRED COURSE FOR MAJOR OR AREA OF CONCENTRATION? N/A

IF YES, COURSE IS REQUIRED, SUBMIT A SEPARATE CURRICULUM TRANSMITTAL COVER PAGE INDICATING A "CHANGE IN DEGREE OR CERTIFICATE REQUIREMENTS" AS WELL AS A PROPOSAL THAT MUST INCLUDE A RATIONALE AND THE FOLLOWING ADDITIONAL PAGES: A "CURRENT" DEGREE WITH ALL PROPOSED DELETIONS (STRIKEOUTS) AND ADDITIONS (BOLDED TEXT) CLEARLY INDICATED, AND A "PROPOSED" DEGREE, WHICH DISPLAYS THE DEGREE AS IT WILL APPEAR IN THE CATALOG (FOR A COPY OF THE MOST UP-TO-DATE DEGREE/CERTIFICATE REQUIREMENTS CONTACT AMANDA KALIN, EXT. 4611).

NYSED GUIDELINES OF 45 CREDITS OF LIBERAL ARTS COURSE WORK FOR AN ASSOCIATE OF ARTS DEGREE (A.A.), 30 CREDITS FOR AN ASSOCIATE OF SCIENCE DEGREE (A.S.), AND 20 CREDITS FOR AN APPLIED ASSOCIATE OF SCIENCE DEGREE (A.A.S.) MUST BE ADHERED TO FOR ALL 60 CREDIT PROGRAMS.

13. IF OPEN ONLY TO SELECTED STUDENTS SPECIFY POPULATION: N/A

14. EXPLAIN WHAT STUDENTS WILL KNOW AND BE ABLE TO DO UPON COMPLETION OF COURSE:

Upon completion of the course, students should demonstrate a clear understanding of the key themes, questions, and methods surrounding the study of the history of children and childhood in Western Society. Students will appreciate that childhood is a socio-historical construction varying over time and be capable of evaluating to what extent the concept existed in different societies, past and present. Students will learn how different historians have interpreted controversial topics in the study of childhood and how weighing opposing historical views enhances our understanding of both the past and the present. Through written analysis and discussion, students will have the skills to critically analyze, dissect and interpret primary sources, including traditional written sources as well as material cultural sources providing key insight into widely-held (but rarely verbalized) ideas of childhood. Finally, the course will help students develop and cultivate analytical writing skills through written assignments that require students to use and interpret evidence from different points of view.

15. METHODS OF TEACHING –E.G. LECTURES, LABORATORIES, AND OTHER ASSIGNMENTS FOR STUDENTS, INCLUDING ANY OF THE FOLLOWING: DEMONSTRATIONS, GROUP WORK, WEBSITE OR E-MAIL INTERACTIONS AND/OR ASSIGNMENTS, PRACTICE IN APPLICATION OF SKILLS, ETC.:

The course is a lecture and discussion course, with approximately 75% of class time devoted to lecture and 25% to discussion. Critical analysis of primary and secondary source texts is key to class learning goals. The course also integrates in-class peer-revision writing workshops. Significant amounts of course time are dedicated to teaching research and writing skills and students are strongly encouraged to visit the professor during office hours for extra help and guidance on paper drafts.

16. ASSIGNMENTS TO STUDENTS:

- **Participation**

- **Written Examinations (Midterm & Final):** Written examinations ask students to demonstrate their grasp of historical content, as well as think critically in interpreting events, ideas and historical figures in the history of children and childhood.
- **Methods Paper:** Because few parents and even fewer children write about common childrearing practices, non-textual material artifacts are valuable sources in unlocking socio-cultural attitudes towards children and childhood. Reflecting on the extent to which pre-modern Europe recognized childhood as a distinct stage of human development, students should analyze the methods and types of sources scholars have used to study childhood in pre-modern Europe. Students should evaluate the advantages and disadvantages of different types of textual and material sources, considering whether such sources offer insight into adult ideas of childhood, children's actual lived experiences, or both. Papers (4pgs; double-spaced; 12 pt font) should draw on class readings; additional research is optional.
- **Term Paper:** Write a research paper focused on an important problem, theme, and/or event in the study of childhood in Western Europe. The professor will distribute a list of suggested topics and themes, as well as a bibliography; students are also welcome to choose their own topics in collaboration with the professor. The paper assignment includes in-class peer-revision writing workshops. Paper topics and preliminary thesis statements must be approved by the professor (due Week V). Students are strongly encouraged to see the professor during office hours for additional help on drafts. Students should focus their papers around a clear thesis statement/main argument (i.e. giving your opinion and not merely rehashing the author/s' arguments). Please avoid using first person in your essay. Students are strongly encouraged to use the library's resources, and online databanks like JSTOR, Project Muse, and ebooks. Minimum requirements 7-8 pgs. (doubled spaced, size 11/12) in length, with strong argument (thesis statement), and references to the sources. Please use references (author, pg. #) for any direct quotations used. Papers should be analytical and argumentative, not merely informative "All About X..." reports.

17. DESCRIBE METHOD OF EVALUATING LEARNING SPECIFIED IN #15 - INCLUDE PERCENTAGE BREAKDOWN FOR GRADING. IF A DEVELOPMENTAL COURSE INCLUDE HOW THE NEXT LEVEL COURSE IS DETERMINED AS WELL AS NEXT LEVEL PLACEMENT.

Midterm	20%	Methods Paper	20%
Final	20%	Term Paper	25%
Participation	5%		

- **Participation:** Active participation in class discussion is required; students will receive a mark ($\sqrt{}$, $\sqrt{+}$ or 0) each week for their contributions to discussion.
- **Written Examinations:** Exams are evaluated for evidence of comprehension and appreciation of key themes in class lectures and assigned class readings. 'A' level exams will demonstrate a mastery of historical content and themes from class lectures and assigned readings and will provide abundant specific examples, events, names and concepts in their essays. 'B' level exams will demonstrate very good mastery of the same criteria listed above, while 'C' and 'D' level exams will demonstrate superficial and/or insufficient knowledge of class material.
- **Class Papers:** Class papers are evaluated according to three basic categories: 1) argument/thesis statement; 2) historical evidence and citations 3) logical organization and writing style. In an 'A' level paper, students present their arguments clearly and concisely, with the paper organized around a clear thesis statement. The student will use ample supporting evidence and citations, showing an ability to critically evaluate secondary and primary sources. 'B' level papers will show strong, but not outstanding, progress towards the same criteria, while 'C' and 'D' level papers demonstrate superficial and/or unacceptable evidence of work on these categories.

18. TOPICAL COURSE OUTLINE FOR THE 12 WEEK SEMESTER (WHICH SHOULD BE SPECIFIC REGARDING TOPICS COVERED, LEARNING ACTIVITIES, AND ASSIGNMENTS):

Each week is organized around a given topical theme, consisting of class lecture and discussion based on questions posted on blackboard. The class will also integrate in-class writing workshops and peer revision throughout the semester.

TOPICAL COURSE OUTLINE

PART I: THE UPRIGHT CHILD, 1500-1750

WEEK I: INTRODUCTION, METHODS AND SOURCES IN THE HISTORY OF CHILDHOOD

Textbook: Ch. 1, "Introduction"

Blackboard: John Brewer, "Childhood Revisited: The Genesis of the Modern Toy;" Thomas Schlereth, "The Material Culture of Childhood: Research Problems and Possibilities"

WEEK II: DID CHILDHOOD EXIST IN MEDIEVAL EUROPE?

Textbook: Ch. 2, "Children and Childhood in Ancient and Medieval Europe"

Blackboard: Philippe Ariès, *Centuries of Childhood* [excerpt]

WEEK III: MORAL AND PHYSICAL UPRIGHTNESS IN 17th-C EUROPE

Textbook: Ch. 3, "The Development of a Middle-Class Ideology of Childhood"

Blackboard: Karen Calvert, *Children in the House: The Material Culture of Early Childhood, 1600-1900* [excerpt]

PART II: THE NATURAL CHILD, 1750-1850

WEEK IV: THE ENLIGHTENMENT: REFORMIST ATTITUDES TOWARDS CHILDREN AND PLAY

Textbook: Ch. 4, "Family, Work and School" [begin]

Blackboard: John Locke, *Some Thoughts Concerning Education* [excerpt]; J.J. Rousseau *Emile* [excerpt]

METHODS PAPER DUE

WEEK V: FROM LOCKE BLOCKS TO CONSTRUCTION TOYS: EDUCATIONAL TOYS, PLAYTHINGS, AND THE KINDERGARTEN MOVEMENT

Blackboard: Friedrich Froebel, *Pedagogics of the Kindergarten* [excerpts]; J.H. Plumb, "The New World of Children in 18th C England;" Birgitta Almquist, "Educational Toys, Creative Toys"

TERM PAPER-- PRELIMINARY TOPIC AND THESIS STATEMENT DUE

WEEK VI: INDUSTRIALIZATION, CHILD LABOR AND THE 'PRICELESS' CHILD

Textbook: Ch. 7, "Saving the Children"

Blackboard: Primary Source Documents, *Conditions of Child Labor in England*; Viviana Zelizer: *Pricing the Priceless Child: The Changing Social Value of Children*

MIDTERM EXAMINATION

PART III: THE INNOCENT CHILD, 1850-1950

WEEK VII: THE INVENTION OF CHILDHOOD INNOCENCE IN THE VICTORIAN ERA

Text: Ch. 6, "Children, Philanthropy and the State"

Blackboard: Karen Calvert, *Children in the House: The Material Culture of Early Childhood, 1600-1900* [excerpt]; Ingeborg-Weber Kellermann, "A Cultural History of the Children's Room"

WEEK VIII: THE PRECIOUS CHILD ON DISPLAY: TOYS AND THE MATERIAL WORLD OF CHILDHOOD, 1850-1900

Blackboard: Sally Kevill-Davies, "The Wide World"; Miriam Forman-Brunell, *Made to Play House: Dolls and the Commercialization of American Girlhood*, 1830 [excerpt]

TERM PAPER: PRELIMINARY INTRODUCTION AND OUTLINE DUE FOR IN-CLASS WRITING WORKSHOP

WEEK IX: CHILD-CENTERED PEDAGOGY AND REFORM TOYS, 1900-1950

Text: Ch. 7, "The Century of the Child"

Blackboard: Maria Montessori, *The Montessori Method* [excerpt]; Bryan Ganaway, "Engineers or Artists: Toys, Class and Technology in Wilhemine Germany"

PART IV: THE TWENTIETH CENTURY CHILD, 1900-PRESENT

WEEK X: CHILDREN UNDER TOTALITARIAN REGIMES: NAZI GERMANY, COMMUNIST RUSSIA AND FASCIST ITALY

Blackboard: *MOMA Century of the Child* [excerpt]; Primary Source Packet (Children in Totalitarian Regimes)

WEEK XI: THE DISAPPEARANCE OF CHILDREN'S CULTURE: DIRECT MARKETING TO CHILDREN (THE PROGRAM-LENGTH COMMERCIAL)

Blackboard: Gary Cross, *Kids' Stuff: Toys and the Changing World of American Childhood* [excerpt]; Dan Fleming, *Power Play* [excerpt]

TERM PAPER DUE

WEEK XII: RACE, CLASS AND GENDER IN CONTEMPORARY CHILDHOOD AND TOY DESIGN

Blackboard: Elisabeth Chin "Ethnically Correct Dolls: Toying with the Race Industry;" Miriam Forman-Brunell, "Interrogating the Meanings of Dolls: New Directions in Doll Studies"

FINAL EXAMINATION—DATE/TIME TBD

19. SELECTED BIBLIOGRAPHY AND SOURCE MATERIALS:

Acosta-Alzuru, Carolina and Peggy Kreshel. "I'm an American Girl... Whatever *That* Means:" Girls Consuming Pleasant Company's American Girl Identity." *Journal of Communication* Vol. 52, no. 1 (2002): 139-161.

Acosta-Alzuru, Carolina and Elizabeth Lester Roushazamir. "Everything We Do Is A Celebration of You!:" Pleasant Company Constructs American Girlhood." *The Communication Review* Vol. 6 (2003): 45-69.

Ariès, Philippe. *Centuries of Childhood: A Social History of Family Life*, Robert Baldick, trans. New York: Vintage, 1962.

Bachmann, Manfred, and Claus Hansmann. *Dolls the Wide World Over*. New York: Crown Publishers, 1973.

Barton, Christopher and Kyle Somerville. "Play Things: Children's Racialized Mechanical Banks and Toys, 1880-1930," *International Journal of Historical Archaeology* Vol. 16, no. 1 (2012): 47-85.

Boehn, Max von. *Puppen Und Puppenspiele*. München: Bruckmann, 1929.

Broomhall, Susan. "Imagined Domesticities in Early Modern Dutch Dollhouses." *Parergon* Vol. 24, no. 2 (2007): 47-67.

Brewer, John. "Childhood Revisited: The Genesis of the Modern Toy" *History Today* Vol. 30, no. 2 (1980): 32-39.

Brookfield, Molly. "From American Girls into American Women: A Discussion of American Girl Nostalgia." *Girlhood Studies* Vol. 5, no.1 (Summer 2012): 57-75.

Brookshaw, Sharon. "The Material Culture of Children and Childhood: Understanding Childhood Objects in the Museum Context," *Journal of Material Culture*, Vol. 14, no. 3 (2009): 365-383.

Brosterman, Norman. *Inventing Kindergarten*. New York: Harry Abrams, 1997.

Brown, Gillian. "Child's Play." *Differencés: A Journal of Feminist Cultural Studies*. Vol. 11 no. 3 (1999): 76-106.

Brown, Marilyn, ed. *Picturing Children: Constructions of Childhood between Rousseau and Freud*. Burlington: Ashgate, 2002.

Burton, Anthony. *Children's Pleasures: Books, Toys and Games from the Bethnal Green Museum of Childhood*. London: V & A Publications, 1996

----- . "Design History and the History of Toys: Defining a Discipline for the Bethnal Green Museum of Childhood," *Journal of Design History* Vol. 10, no. 1 (1997): 1-21.

Calvert, Karin. *Children in the House: The Material Culture of Early Childhood, 1600-1900*. Boston: Northeastern University Press.

Clark, Beverly L, and Margaret R. Higonnet. *Girls, Boys, Books, Toys: Gender in Children's Literature and Culture*. Baltimore: Johns Hopkins University Press, 1999.

Cludacoff, Howard. *Children at Play: An American History*. New York: New York University Press, 2007.

Chin, Elizabeth. "Ethnically Correct Dolls: Toying with the Race Industry," *American Anthropologist* Vol. 101, no. 2 (June 1999): 305-321.

Cook, Daniel Thomas. *The Commodification of Childhood: The Children's Clothing Industry and the Rise of the Child Consumer*. Durham: Duke University Press, 2004.

Cross, Gary. *The Cute and the Cool: Wondrous Innocence and Modern American Children's Culture*. Oxford: Oxford University Press, 2004.

----- . *Kids Stuff: Toys and the Changing Worlds of American Childhood*. Cambridge: Harvard University Press, 1997.

Cunningham, Hugh. *Children and Childhood in Western Society Since 1500*. London: Longman, 1995.

----- . "Histories of Childhood." *American Historical Review*, Vol. 103, no. 4 (1998): 1195-1208.

Darian-Smith, Kate and Carla Pascoe, eds. *Children, Childhood and Cultural Heritage* (London: Routledge, 2013).

Druker, Elina, and Bettina Kümmerling-Meibauer. *Children's Literature and the Avant-Garde*. Amsterdam: John Benjamins Company, 2015.

Duane, Anna, ed. *The Children's Table: Childhood Studies and the Humanities*. Athens: University of

Georgia Press, 2013.

DuCille, Ann. "Black Barbie and the Deep Play of Difference." In *The Feminism and Visual Culture Reader*, Amelia Jones, ed. London: Routledge, 2003. 337-348.

----- . "Dyes and Dolls: Multicultural Barbie and the Merchandising of Difference." *Differences: A Journal of Feminist Cultural Studies*, Vol. 6, no. 4 (1994): 46-68.

Dudek, Mark. *Kindergarten Architecture: Space for the Imagination*. New York: Spon Press, 2000.

Ellis, A. Caswell and G. Stanley Hall. "A Study of Dolls." *The Pedagogical Seminary*. Vol. 4, no. 2 (1896): 129-175.

Fass, Paula S. *The Routledge History of Childhood in the Western World*. London: Routledge, 2013.

Fleming, Dan. *Powerplay: Toys as Popular Culture*. Manchester: Manchester University Press, 1996.

Forman-Brunell and Jennifer Dawn Whitney, *Dolls Studies: The Many Meanings of Girls Toys and Play*. New York: Peter Lang, 2015.

Forman-Brunell, Miriam. "Interrogating the Meanings of Dolls: New Directions in Doll Studies" *Girlhood Studies*, Vol. 5, no. 1 (2012): 3-13.

----- . *Made to Play House: Dolls and the Commercialization of American Girlhood, 1830-1930*. Baltimore: Johns Hopkins University Press, 1998.

Franciscono, Marcel. *Walter Gropius and the Creation of the Bauhaus in Weimar: The Ideals and Artistic Theories of Its Founding Years*. Urbana: University of Illinois Press, 1971.

Fraser, Antonia. *A History of Toys*. New York: Delacorte Press, 1966.

Fritzsich, Karl E, and Manfred Bachmann. *An Illustrated History of Toys*. London: Abbey Library, 1966.

Ganaway, Bryan. "Engineers or Artists? Toys, Class and Technology in Wilhelmine Germany." *Journal of Social History* Vol. 42, no.2 (2008): 371-401.

----- . *Toys, Consumption, and Middle-Class Childhood in Imperial Germany, 1871-1918*. Oxford: Peter Lang, 2009.\

Goldstein, Jeffrey H. *Toys, Play, and Child Development*. Cambridge [England: Cambridge University Press, 1994.

Gröber, Karl. *Children's Toys of Bygone Days: A History of Playthings of All Peoples from Prehistoric Times to the 19th Century*, Philip Hereford, translator. London: B.T. Batsford, 1928.

Gutman, Marta and Ning de Coninck-Smith. *Designing Modern Childhoods: History, Space, and the Material Culture of Children*. New Brunswick, N.J: Rutgers University Press, 2008.

Hanawalt, Barbara. *Growing Up in Medieval London: The Experience of Childhood in History*. New York: Oxford University Press, 1993.

Hansen, Traude. *Kinderspiel Und Jugendstil in Wien Um 1900*. Wien: Herold, 1987.

Hewitt, Karen and Louise Roomet, eds. *Educational Toys in America: 1800 to the Present*. Burlington: The Robert Hull Fleming Museum/University of Vermont, 1979.

Heywood, Colin. *A History of Childhood: Children and Childhood in the West from Medieval to Modern Times*. Cambridge, UK: Polity Press, 2001.

Hinrichsen, Torkild. *Erzgebirge: Die Sehnsucht Nach Dem Licht; Spielzeug Und Kunsthandwerk Aus Der*

Sammlung Martin Und Dem Altonaer Museum. Hamburg: Altonaer Museum in Hamburg, Norddeutsches Landesmuseum, 1992.

Inness, Sherrie. "'Anti-Barbies': The American Girls Collection and Political Ideologies." In *Delinquents and Debutantes: Twentieth Century American Girls' Cultures*. New York: New York University Press, 1998. 164-183.

Jacobs, Flora G. *A History of Dolls' Houses*. New York: Scribner, 1965.

Jaffé, Deborah. *The History of Toys: From Spinning Tops to Robots*. London: Sutton Publishing, 2006.

Johnson, Derek. "Figuring Identity: Media Licensing and the Racialization of LEGO Bodies." *International Journal of Cultural Studies* Vol. 17, no. 4 (2014): 307-325.

Kaut, Hubert. *Alt-Wiener Spielzeugschachtel: Wiener Kinderspielzeug aus drei Jahrhunderten*. Vienna: Hans Deutsch Verlag, 1961.

Kelly, Catriona. *Children's World: Growing Up in Russia, 1890-1991*. New Haven: Yale University Press, 2007.

Kid Size: The Material World of Childhood, Alexander von Vegesack, foreword. Milan: Skirra: Skira Editore/Vitra Museum Design Museum, 1997.

Kinchin, Juliet and Aidan O'Connor. *Century of the Child: Growing by Design, 1900-2000*. New York: Museum of Modern Art, 2012.

King, Constance Eileen. *Dolls and Dolls' Houses*. New York: Hamlyn, 1977.

Kline, Stephen. *Out of the Garden: Toys and Children's Culture in the Age of TV Marketing*. New York: Verso, 1993.

Locke, John, John W. Adamson, and John Locke. *Some Thoughts Concerning Education: Including of the Conduct of the Understanding*. Mineola, N.Y: Dover, 2007.

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Marcus, Lisa. "Dolling Up History: Fictions of Jewish American Girlhood." *Girlhood Studies* Vol. 5, no.1 (2012): 14-36.

Marshall, Elizabeth. "Young Women, Femininities and American Girl." *Girlhood Studies* Vol. 2, no. 1 (2009): 94-111.

McKendrick, Neil, John Brewer, and J H. Plumb. *The Birth of a Consumer Society: The Commercialization of Eighteenth-Century England*. Bloomington: Indiana University Press, 1982

Mintz, Steven. *Huck's Raft: A History of American Childhood*. Cambridge, Mass: Belknap Press of Harvard University Press, 2004.

Montessori, Maria. *The Montessori Method*. Mineola, N.Y: Dover Publications, 2002.

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Norton, Donna E. *Through the Eyes of a Child: An Introduction to Children's Literature*. Columbus, Ohio: C.E. Merrill Pub. Co, 1983.

Ogata, Amy. "Creative Playthings: Educational Toys and Postwar American Culture." *Winthurthus Portfolio* Vol. 39. no. 2/3 (2004): 129-156.

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