

AP/HIST 1080 6.0A
FW 2020-21
<https://eclass.yorku.ca/eclass/course/view.php?id=2190>

Prof. Molly Ladd-Taylor
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Office Hr: Mon. 3-4pm (Zoom)

GROWING UP IN NORTH AMERICA

What is childhood? How has it changed over time? This course examines what it meant to be young in different times and places in the United States and Canada. It provides a historical perspective on what is often seen as a 'natural' developmental stage. We will ask how gender, race, class, religion, nationality, and ability have affected children's experiences and concepts of childhood, and how children and childhood have influenced adults. The course is also designed to build critical skills in reading, writing, listening, and historical analysis.

SCHEDULED MEETING TIMES: You may take this course entirely online (asynchronously) or attend the weekly intro and tutorials on Zoom as per the following schedule:

Weekly Intro	Prof. Ladd-Taylor mltaylor@yorku.ca	Fri. 11:00-11:30 am Eastern Time
Tutorial 1	Alex Gagne alexg90@yorku.ca	Fri. 12:30 - 1:10 pm
Tutorial 2 (Fall) Tutorial 2 (Winter)	Patrice Allen pallen10@yorku.ca Virginia Grimaldi ginia@yorku.ca	Fri. 12:30 - 1:10 pm
Tutorial 3	Alex Gagne alexg90@yorku.ca	Fri. 1:30 - 2:10 pm
Tutorial 4 (Fall) Tutorial 4 (Winter)	Patrice Allen pallen10@yorku.ca Virginia Grimaldi ginia@yorku.ca	Fri. 1:30 - 2:10 pm

LECTURES: Lectures will be pre-recorded and posted on the HIST 1080 Moodle site (normally on Wednesday evenings) so you can watch them at your convenience.

COURSE READING: The assigned articles (or links to them) are posted on Moodle under York's Fair Dealing Guidelines. Over the course of the year, we will also read three books, which can be purchased from the York University Bookstore or another seller. All three books can be purchased as e-books. The books are also available through Scott Library.

David Nasaw, *Children of the City: At Work & at Play* (NY, 2012)

Bev Sellars, *They Called Me Number One: Secrets and Survival at an Indian Residential School* (Vancouver, 2013)

Melba Pattillo Beals, *Warriors Don't Cry: The Searing Memoir of the Battle to Integrate Little Rock's Central High School* (NY, 2007)

HOW TO SUCCEED IN THIS COURSE: The best path to success in this course is to manage your time so you can keep up with each week's readings, lecture, quizzes, and discussions. The lecture video and discussion questions will normally be posted on Wednesday evenings (before Friday's class), the quizzes go live on Thursday, and the weekly intro and tutorials take place on Zoom on Friday. If you participate through the discussion forum on Moodle, your responses are due the *next* Wednesday at 11:59pm.

You are advised to begin each week by doing the reading. The quizzes are designed to help you understand the reading, so you may find it useful to take the quiz before contributing to the Moodle discussion. Some of the quiz questions cover the lecture video, so make sure you watch the lectures too!

Please note: Participation in HIST 1080 discussions (whether on Zoom or Moodle) must take place in the appropriate week. The quizzes will remain open for 2 weeks, but responses posted to the discussion forum after the weekly deadline will not be graded. If you run into difficulty, please let your TA or the course director know as soon as possible. We want you to succeed in the course, but we can't help if we don't know you need help.

EVALUATION: Please contact the course director if you require academic accommodations.

Participation (Zoom tutorials or Moodle discussions), 10% each term	20%
Weekly Moodle quizzes on lectures and readings, 10% each term	20%
Academic article assignment, due Oct. 19	10%
Primary source analysis, due Dec. 9	10%
Winter-term paper, due April 1 (outline & bibliography due March 12)	20%
Final exam	20%

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g. A+ =9, A=8, B+=7, C+=5, etc.). Assignments and tests will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100; A = 80-89, B+=75-79, B=70-74; C+=65-69, C=60-64, etc.). For a full description of York's grading system, see <http://history.laps.yorku.ca/students/grading-system/>.

CLASS PARTICIPATION (20%): The discussions in HIST 1080 give you a chance to share your views on the assigned reading and lectures, engage intellectually with the course material and themes, and improve your academic skills of reading, writing, and analysis.

Students may participate in HIST 1080 in one of two ways: (1) attend weekly discussions on Zoom during scheduled tutorial time (Fridays at 12:30 or 1:30 Eastern Time); or (2) contribute written responses to the weekly discussion forum on Moodle. How you participate in HIST 1080 is entirely up to you, and you may change your participation option each week (for example, you could attend a Zoom tutorial in Week 2 but do a discussion post in Week 3, etc.). Whether you contribute on Zoom or Moodle, your thoughtful responses to the questions posted on the Moodle Forum will be the basis for your participation mark.

Weekly Intro: Each Friday from 11:00-11:30 Eastern Time on Zoom, the course director will review the week's main themes and discussion questions, as well as upcoming assignments. You will have a chance to ask questions. This presentation will be recorded and posted to Moodle.

Participation Option 1: Live (synchronous) discussions on Zoom: Your TA will host a synchronous discussion on Zoom during scheduled class time (Fridays, either 12:30-1:10pm or 1:30-2:10pm). These sessions will not be recorded.

Participation Option 2: Asynchronous discussion posts on Moodle: Your TA will facilitate an asynchronous discussion on your tutorial group's Moodle forum. You are asked to write a total of 150-300 words each week in response to TWO of the week's discussion questions. Your answers must be submitted on Moodle by the following Wednesday at 11:59pm Eastern Time.

Your participation grade will be based on your familiarity with and comprehension of the assigned readings and lectures, and your engagement with the course materials and themes. Please see the HIST 1080 Discussion Participation Guidelines for details.

WEEKLY QUIZZES (20%): Weekly quizzes on each week's readings and lecture videos are designed to help you improve your critical reading and listening skills; they will also help you prepare for the final exam.

Quizzes consist of ten multiple choice questions. You have one attempt to do each quiz, with 90 minutes to complete the quiz once you start it. Each quiz is open for 2 weeks. Please note: These "open-book" quizzes are an easy 20% of your final grade, so you are strongly advised to take them seriously and do them in the appropriate week.

ACADEMIC ARTICLE ASSIGNMENT (10%, due on Oct. 19): Your first assignment is a 2-3-page summary and analysis of an academic article, either Bettina Bradbury's "Fragmented Family" or Robert McIntosh's "Boys in the Pits." The purpose of this assignment is to develop your ability to understand and summarize an academic article, critically evaluate a work of historical scholarship, and improve your writing skills.

PRIMARY SOURCE ANALYSIS (10%, due Dec. 9): Your second assignment is a 3-page analysis of a primary source, a photograph by Lewis Hine. The purpose of this assignment is to develop your ability to do a close "reading" of a primary source (in this case, a visual source), to place the source in historical context, and to develop your analysis into a well-argued and well-written essay.

WINTER-TERM PAPER (20%, due April 1): Your winter-term assignment builds on the reading and writing skills you developed in the fall term. There are two parts to this assignment: (1) an outline and mini-annotated bibliography, worth 5% of your final mark, due between Feb. 26 and March 12, and (2) a 5-6 page essay on *Warriors Don't Cry* and *They Called Me Number One*, worth 15%, due on April 1.

FINAL EXAM (20%): The final exam will be held online during the university exam period in April 2021.

All written work must be original, submitted through the Turnitin portal, and use appropriate methods of citation. More information about the papers and exam will be posted during the term.

SUBMISSION GUIDELINES: To promote academic integrity in this course and develop your ability to balance your own words and ideas with those of your sources, HIST 1080 students are asked to submit written assignments to Turnitin (via the course Moodle site) for a review of textual similarity and the detection of possible plagiarism. In so doing, students allow their material to be included as source documents in the Turnitin.com reference database, where they will be used only for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin service are described on the Turnitin.com website. In accordance with the York Guidelines, students may opt out of submitting their assignments electronically to Turnitin. If you wish to opt out, please contact the course director at least two weeks before the assignment is due.

ACADEMIC INTEGRITY: It is your responsibility to understand and apply the principles of academic integrity. That is why we're asking to complete SPARK's [Academic Integrity Module](#) before the first paper is due on Oct. 19.

Breaches of academic integrity include plagiarism (i.e., representing someone else's ideas as your own by failing to use quotations marks, citations, etc.), collaborating on written assignments, and cheating during examinations. Instances of academic dishonesty in this course will be reported to university authorities and penalized in accordance with York University's [Senate Policy on Academic Honesty](#).

COMMUNICATION: Whenever possible, please use the HIST 1080 FAQs on Moodle or your tutorial's discussion forum for general queries about course material and assignments, and reserve email for individual communications regarding academic accommodations, illness, etc. Please put the course number (HIST 1080) in the subject line of your email and don't forget to sign your name.

LANGUAGE AND RESPECT: This course covers many difficult topics, and some of the readings occasionally use outdated and/or offensive words. Please do NOT use these words in Moodle or Zoom discussions. Make every effort to ensure that your language is respectful, current, and inclusive. We all need to work together to create a positive learning environment.

Please also remember that your TAs are students too. They are happy to assist you but do be considerate of their time. The TAs in this course will not have set office hours; if you have questions about course materials and assignments, please ask them on the Moodle discussion forum or the Friday Zoom sessions whenever possible. You are, of course, welcome to make an individual appointment.

TECHNICAL REQUIREMENTS FOR THIS COURSE: This course operates through Moodle and, if you wish to participate in real time, on Zoom. In addition to a stable, higher-speed Internet connection, students who participate on Zoom will benefit from a computer with a microphone and a webcam, and/or a smart device with these features. Please note the following:

- Zoom is hosted on servers in the U.S. This includes recordings done through Zoom.
- If you have privacy concerns about your data, provide only your first name or a nickname when you join a session. While we very much like to see your faces, you may keep your camera off.

- The system is configured in a way that all participants are automatically notified when a session is being recorded. In other words, a session cannot be recorded without you knowing about it.

HISTORY DEPARTMENT & YORK UNIVERSITY RESOURCES & POLICIES

The History Department: The department's email for general inquiries is lapshist@yorku.ca.

The History Department website: Upcoming events, resources for undergraduate history students, faculty and staff information, and much more: <https://history.laps.yorku.ca/>

Undergraduate Program in History: links to information on history major career paths, degree programs (what is required for majors, minors, etc.), and degree checklists: <http://history.laps.yorku.ca/undergraduate-program/>

History Advising Hours: The Director of Undergraduate Studies is Prof. Adrian Shubert, and he can be contacted at dushist@yorku.ca. As well as answering questions by email, he will arrange a conversation on Zoom if you wish. Please note that no grade information will be discussed via email.

History department policy on grade reappraisals, including link to the grade reappraisal form: <http://history.laps.yorku.ca/students/grading-system/>

York University Libraries: Links to the main catalogue, e-resources, on-line help chat line with librarian, and many other research aids: <https://www.library.yorku.ca/web/>

The Writing Centre: One-to-one help with a writing instructor on any writing assignment. You will need to enroll to set up your online appointment. The enrollment link and further information is found at <http://www.yorku.ca/laps/writ/centre/>. Bring a copy of your assignment to your appointment.

Learning Commons: Offers a variety of services to support students' academic success. <http://learningcommons.yorku.ca/>

SPARK [Student Papers and Academic Research Kit]: This is an on-line tutorial that provides handy tips and tools for understanding and successfully completing university-level assignments. Go to <https://spark.library.yorku.ca>

Student Accessibility Services: <https://accessibility.students.yorku.ca/>
Student Accessibility Services provides academic accommodation and support to students with disabilities in accordance with the Ontario Human Rights Commission's [Policy on accessible education for students with disabilities](#) and York University Senate Policy on [Academic Accommodation for Students with Disabilities](#).

Religious Observance Accommodation: <https://w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/regobs>

York Student Code of Conduct: <http://oscr.students.yorku.ca/student-conduct>

Fall/Winter 2020-2021 Sessional & Important Dates: <https://registrar.yorku.ca/enrol/dates/fw20>

FW 20-21 Important Add/Drop Deadlines:

	FALL	YEAR	WINTER
	(F)	(Y)	(W)
Last date to add a course without permission of instructor (also see Financial Deadlines)	Sept. 22, 2020	Sept. 22, 2020	Jan. 25, 2021
Last date to add a course with permission of instructor (also see Financial Deadlines)	Oct. 6, 2020	Oct. 27, 2020	Feb. 8, 2021
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 6, 2020	Feb. 5, 2021	March 12, 2021
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	Nov. 7 - Dec. 8, 2020	Feb. 6 - April 12, 2021	March 13 - April 12, 2021

Refund Table (Student Financial Services): <https://sfs.yorku.ca/refunds/tables/>

Schedule of Topics and Assignments

Fall Term:

Week 1 – Sept. 11:

Lecture: Welcome! Introduction to Childhood and History; Course Expectations
Tutorial (or Moodle discussion): Introductions to course and each other

Week 2 -- Sept. 18:

Lecture: Conceptualizing Childhood in the 'Old' and 'New' Worlds
Reading: → John Douglas Belshaw, "Chapter 12: Children and Childhood," *Canadian History: Pre- Confederation*, <https://opentextbc.ca/preconfederation/chapter/12-1-introduction/>
Note: begin with introduction and read the whole chapter, from 12.1-12.8.

Week 3 -- Sept 25:

Lecture: Child-Rearing and Nation-Building in the USA
Reading: → Victoria Bissell Brown & Timothy Shannon, "Family Values: Advice Literature for Parents and Children in the Early Republic"

Week 4 – Oct 2:

Lecture: Family Relations, Gender, and the Middle-Class Child

Reading: → Anthony Rotundo, “Boy Culture”

→ Laura Ishiguro, “Material Girls: Daughters, Dress and Distance in the Trans-Imperial Family”

Week 5 – Oct 9:

Lecture: Working-Class Childhoods

Reading: → Bettina Bradbury, “Fragmented Family: Family Strategies in the Face of Death, Illness, and Poverty, Montreal, 1860-1885”

→ Robert McIntosh, “Boys in the Mining Community”

Week 6 – Oct. 16 - Fall Reading Week – No Class**Oct. 19: Article Assignment Due!!****Week 7 – Oct 23:**

Lecture: Stolen Childhood: Slavery

Reading: → James Pennington, “The Fugitive Blacksmith” (1849)

→ Harriet Jacobs, “Incidents in the Life of a Slave Girl” (1861)

Week 8 – Oct. 30:

Lecture: The Changing Value of the Child: Rescue and Removal

Reading: → Peter Stevens and Marian Eide, “The First Chapter of Children’s Rights”

→ Joy Parr, *Labouring Children: British Immigrant Apprentices to Canada, 1869-1924*, intro & chap. 4

Week 9 – Nov. 6:

Lecture: Children at Labour

Reading: → David Nasaw, *Children of the City: At Work and At Play*, chaps 1-4

Week 10 – Nov. 13

Lecture: Children at Leisure

Reading: → David Nasaw, *Children of the City*, chaps 5-9

Week 11 – Nov. 20:

Lecture: Children and Child-Savers

Reading: → David Nasaw, *Children of the City*, chap. 10-end

Week 12 - Nov. 27:

Lecture: Children in School I

Reading: → Selma Berrol, “Immigrant Children at School, 1880-1940”

→ Natasha Henry, “Anti-Black Racism in Ontario Schools: A Historical perspective”

https://www.turnerconsultinggroup.ca/uploads/2/9/5/6/29562979/policy_brief_-_no_1_may_2019.pdf

Week 13 – Dec. 4:

Lecture: Children in School II: Native Residential Schools

Reading: → Bev Sellars, *They Called Me Number One*, preface & chap 1

→ Georgia Sitara, “Historicizing Childhood: The Changing Fortunes of Children and Youth in Canada,” *Canadian History, Post-Confederation*, chap 10.9.

<https://opentextbc.ca/postconfederation/chapter/10-9-historicizing-childhood-the-changing-fortunes-of-children-and-youth-in-canada/>

Dec. 9: Primary source analysis due!

HAPPY HOLIDAYS!

Winter Term:

Week 14 – Jan. 15

Lecture: Child Health: The Nature and Nurture of Children’s Bodies

Reading: → Mona Gleason, “Size Matters: Medical Experts, Educators, and the Provision of Health Services to Children in Early to Mid-Twentieth Century English Canada”

→ Bev Sellars, *They Called Me Number One*, chaps. 2-4

Week 15 - Jan. 22:

Lecture: Psychology and Female Adolescence before World War II

Reading: → Tamara Myers, “Qui t’a débauchée?: Family, Adolescent Sexuality and the Juvenile Delinquent’s Court in Early Twentieth-Century Montreal”

→ John Douglas Belshaw, “Teenage Rampage,” *Canadian History, Post-Confederation*, chap 10.11. <https://opentextbc.ca/postconfederation/chapter/10-11-teenage-rampage/>

→ [keep reading Sellars, *They Called Me Number One*!]

Week 16 – Jan. 29

Lecture: Childhood and Spectacle: Shirley Temple, the Dionne Quints, and the Movies

Reading: → Magda Fahrni, “Glimpsing Working-Class Childhood through the Laurier Palace Fire of 1927”

→ Bev Sellars, *They Called Me Number One*, chaps. 5-6

Week 17 – Feb. 5

Lecture: School Life and Youth Leisure at Mid-Century

Reading: → Cynthia Comacchio, “Inventing the Extracurriculum: High School Culture in Interwar Ontario”

→ Bev Sellars, *They Called Me Number One*, chaps. 7-9

Week 18 – Feb 12:

Lecture: Children in Depression and War

Reading: → Robert Cohen, *Dear Mrs. Roosevelt*, excerpts

→ David Suzuki, “My Happy Childhood in Racist British Columbia”

→ [keep reading Sellars, *They Called Me Number One*]

Week 19 – Feb. 19 – Reading Week – No Class

Week 20 – Feb 26:

Lecture: Child Welfare and Children's Rights in War and Peace

Reading: → Declarations of the Rights of the Child, 1924 & 1959

<http://www1.umn.edu/humanrts/instree/childrights.html>

<http://www1.umn.edu/humanrts/instree/k1drc.htm>

→ [keep reading Bev Sellars, *They Called Me Number One*]

Week 21 – March 5:

Lecture: Growing Up in the Affluent Society

Reading: → Jason Reid, "My Room! Private! Keep Out! This Means You!"

→ Allan Bérubé with Florence Bérubé, "Sunset Trailer Park"

→ Bev Sellars, *They Called Me Number One*, chap. 10

Week 22 – March 12:

Lecture: Racism, Resistance and the Child

Reading: → Melba Pattillo Beals, *Warriors Don't Cry*

March 12: Outline and Bibliography Due!

Week 23 – March 19:

Lecture: What is a "Normal" Childhood?

Reading: → Bev Sellars, *They Called Me Number One*, chaps 11-end

Week 24 – March 26:

Lecture: Youth Culture in the 1960s and 1970s

Reading: → Stuart Henderson, "Toronto's Hippie Disease"

Thurs. April 1: Winter-Term Paper Due!!

Week 25 – NO Class - April 2 - Good Friday

Week 26: April 9

Lecture: Conclusion: Childhood in a New Era

Tutorial/Moodle discussion: Exam Review

AP/HIST 1080 6.0 - Growing Up in North America: Citations

Fall Term:

John Douglas Belshaw, "Chapter 12: Children and Childhood," *Canadian History: Pre- Confederation*, <https://opentextbc.ca/preconfederation/chapter/12-1-introduction/>

Victoria Bissell Brown and Timothy J. Shannon, "Family Values: Advice Literature for Parents and Children in the Early Republic," in *Going to the Source: The Bedford Reader in American History* (Boston: Bedford/St. Martin's, 2004), 152-158, 160-168.

Anthony Rotundo, "Boy Culture," in *The Children's Culture Reader*, ed. Henry Jenkins (New York: NYU Press, 1998), 337-362.

Laura Ishiguro, "Material Girls: Daughters, Dress and Distance in the Trans-Imperial Family," *Colonial Girlhood in Literature, Culture and History, 1840-1950*, eds. K. Moruzi and M. Smith (London: Palgrave Macmillan, 2014), 214-27.

Bettina Bradbury, "The Fragmented Family: Family Strategies in the Face of Death, Illness, and Poverty, Montreal, 1860-1885," in *Childhood and Family in Canadian History* ed. Joy Parr (Toronto: McClelland and Stewart, 1982), 109-128, 204-209.

Robert McIntosh, "Boys in the Mining Community," in *Home, Work & Play: Situating Canadian Social History*, 2nd ed., eds. James Opp and John C. Walsh (Toronto: Oxford University Press, 2010), 173-188.

James W.C. Pennington, "The Fugitive Blacksmith (1849)" reprinted in *I Was Born a Slave: An Anthology of Classic Slave Narratives*, ed Yuval Taylor (Chicago: Lawrence Hill Books, 1999), 114-119

Harriet Jacobs, "Life of a Female Slave," excerpted from *Incidents in the Life of a Slave Girl* (1861), reprinted in *America Firsthand: Readings from Settlement to Reconstruction*, 4th ed., eds. Robert D. Marcus and David Burner (Boston: Bedford Books, 1997), 215-222.

Peter Stevens & Marian Eide, "The First Chapter of Children's Rights," in *American Experiences: Readings in American History*, 4th ed., vol. 2, eds. Randy Roberts & James S. Olson (New York: Longman, 1998), 58-67.

Joy Parr, *Labouring Children: British Immigrant Apprentices to Canada, 1869-1924* (Toronto: University of Toronto Press, 1994), 11-13, 62-81.

David Nasaw, *Children of the City: At Work and At Play* (New York: Anchor Books, 2012 [orig. 1985])

Selma Berrol, "Immigrant Children at School, 1880-1940," in *Small Worlds: Children and Adolescents in America, 1850-1950*, eds. Elliott West and Paula Petrik (Lawrence, Kansas: University Press of Kansas, 1992), 42-60, 325-327.

Natasha Henry, "Anti-Black Racism in Ontario Schools: A Historical Perspective," *Turner Consulting Group Research and Policy Brief No. 1* (May 2019), 1-5.

https://www.turnerconsultinggroup.ca/uploads/2/9/5/6/29562979/policy_brief_-_no_1_may_2019.pdf

Georgia Sitara, "Historicizing Childhood: The Changing Fortunes of Children and Youth in Canada," *Canadian History, Post-Confederation*, chap 10.9.

<https://opentextbc.ca/postconfederation/chapter/10-9-historicizing-childhood-the-changing-fortunes-of-children-and-youth-in-canada/>

Bev Sellars, *They Called Me Number One: Secrets and Survival at an Indian Residential School* (Vancouver, Talonbooks, 2013)

Winter Term:

Bev Sellars, *They Called Me Number One: Secrets and Survival at an Indian Residential School* (Vancouver, Talonbooks, 2013)

Mona Gleason, "Size Matters: Medical Experts, Educators, and the Provision of Health Services to Children in Early to Mid-Twentieth Century English Canada," in *Healing the World's Children: Interdisciplinary Perspectives on Child Health in the Twentieth Century*, eds. Cynthia Comacchio, Janet Golden and George Weisz (Montreal: McGill-Queen's University Press, 2008), 176-202.

Tamara Myers, "Qui t'a d'ébauchée?: Family, Adolescent Sexuality and the Juvenile Delinquent's Court in Early Twentieth-Century Montreal," in *Family Matters: Papers in Post-Confederation Canadian Family History*, eds. Lori Chambers and Edgar-Andre Montigny (Toronto: Canadian Scholars' Press, 1998), 377-394.

John Douglas Belshaw, "Teenage Rampage," *Canadian History, Post-Confederation*, chap 10.11.
<https://opentextbc.ca/postconfederation/chapter/10-11-teenage-rampage/>

Magda Fahrni, "Glimpsing Working-Class Childhood through the Laurier Palace Fire of 1927: The Ordinary, the Tragic and the Historian's Gaze," *The Journal of the History of Children and Youth* 8 (Fall 2015): 426-50.

Cynthia Comacchio, "Inventing the Extracurriculum: High School Culture in Interwar Ontario," *Ontario History* 93 (Spring 2001): 33-56.

Robert Cohen, ed. *Dear Mrs. Roosevelt: Letters from Children of the Great Depression* (Chapel Hill: University of North Carolina Press, 2002), 43-44, 45-46, 60, 72-74, 100, 118-119, 134-135, 184, 188-189, 210-212, 220-221, 232.

David Suzuki, *The Autobiography* (Vancouver, BC: Greystone Books, 2007), 3-33.

Jason Reid, "My Room! Private! Keep Out! This Means You!": A Brief Overview of the Emergence of the Autonomous Teen Bedroom in Post–World War II America," *The Journal of the History of Childhood and Youth* 5 (Fall 2012): 419-43.

Allan Bérubé with Florence Bérubé, "Sunset Trailer Park," in *White Trash: Race and Class in America*, eds. Matt Wray and Annalee Newitz (New York: Routledge, 1997), 15-39.

Melba Pattillo Beals, *Warriors Don't Cry: The Searing Memoir of the Battle to Integrate Little Rock's Central High School* (New York: Simon Pulse, 2007 [1994])

Stuart Henderson, "Toronto's Hippie Disease: End Days in the Yorkville Street Scene, August 1968," *Journal of the Canadian Historical Association* 17 (2006): 205-233.