

English 2735G
Children's Culture and Literature: The 1950s to the Present
Winter 2019

Tuesdays 2:30-3:30pm, Rm W6
Thursdays 3:30-5:30pm, Rm V214
Instructor: Dr. Amanda Di Ponio
Office: Lucas Alumni House 3
Office Hours: Thursdays 12:30-3:30pm
E-mail: adiponi@uwo.ca

Feel free to e-mail me with brief questions. Students can expect to receive responses to e-mails within 24-48 hours. Please contact me via e-mail to make an appointment to see me or speak with me outside of regular office hours. If possible, please make an appointment to see me during office hours so that students who wish to see me are able to. During peak times (i.e. before essays submissions and the final exam), additional appointment times outside of regular office hours will be made available to students.

COURSE DESCRIPTION

(Academic Calendar Description): Students will read texts written for children in order to map changing perceptions of childhood from the 1950s to the present – to understand what effects these works were intended to produce, what controversies they generated, and what ideas they embodied about education, adult-child relations, class, nationality, gender and race.

We will also discuss films and film adaptations made after well-known and not-so-familiar books for children and young adults. We will discuss aesthetic and thematic differences as we uncover how form and content work together in creating meaning in these interpretations of the text. Texts may be considered from historical, cultural, multicultural, and/or theoretical perspectives as we consider identity and the understanding of self and one's surroundings amidst inevitable power struggles which reinforce – but sometimes challenge, too – the status quo in course content which includes novels, short stories, poems, fairy tales, graphic novels, fantasy fiction, young adult fiction, television shows, musicals, stop motion animation, and anime.

Antirequisite(s): None

Prerequisite(s): At least 60% in 1.0 of English 1000-1999, or permission of the Department.

LEARNING OBJECTIVES

- Think/ Speak/ Write clearly and coherently about children's literature from the points of view of style, theme, as well as political, religious, moral, cultural, and philosophical underpinnings
- Recognize and understand the features of genres such as the fairy tale, the cautionary tale, nonsense, domestic fiction, Young Adult, and fantasy fiction
- Analyze texts employing the skills of literary analysis, considering features such as narrative technique, symbolism, rhyme and rhythm, layout and illustrations, staging, etc.
- Approach children's literature as readers, critics, and even creators
- Deliver professional oral presentations (in a small group) which incorporate effective techniques and an audio-visual component while demonstrating an informed analysis of course texts
- Research and engage with scholarly/critical texts
- Incorporate evidence, from both primary (and/or theoretical) and secondary texts, in essay writing in support of arguments that logically and persuasively present complex, contentious, and debatable arguments
- Apply principles of MLA style

DESCRIPTION OF CLASS METHODS

Lecture 30%

Group Discussions 20%

Individual Assignments 20%

In-class tasks 15%

Presentations 15%

REQUIRED TEXTS

Robert Munsch, *The Paper Bag Princess*

Emma Donoghue, *Kissing the Witch: Old Tales in New Skin*

Angela Carter, *The Bloody Chamber and Other Stories*

Eric Carle, *The Very Hungry Caterpillar*

Maurice Sendak, *Where the Wild Things Are*

Salman Rushdie, *Luka and the Fire of Life*

Dr Seuss, *Green Eggs and Ham*, *The Cat in the Hat*, and *The Butter Battle*

Neil Gaiman, *Coraline*

Anne Fine, *The Road of Bones* (ebook only)

J.K. Rowling, *Harry Potter and the Prisoner of Azkaban*

Lois Lowry, *The Giver*

Suzanne Collins, *The Hunger Games*

Charlaine Harris, *Dead Until Dark*

Neil Gaiman and Terry Pratchett, *Good Omens*

METHOD OF EVALUATION

Creative Assignment (1,000-1,500 words) 15%

Research Essay (2,500-3,000 words) 25%

Group Presentation 20%

Author Interview 10%

Quizzes 20%

In-class work/Attendance/Participation 10%

DESCRIPTION OF ASSIGNMENTS

Creative Assignment (15%): A story/ series of poems for children, with or without accompanying drawings **OR** A discussion of a film adaptation of one of the literary works studied this term in which the student criticizes some of the filmmaker's choices and proposes better alternatives.

Research Essay (25%): A formal, extended discussion of a course theme/ ideological issue as it is reflected in texts of at least two of the authors studied throughout the course (or another author, with permission from the professor) **OR** one of the literary works studied this term and a film adaptation of that work. The essay should go beyond mere comparison and provide an in-depth discussion of how the texts create meaning. Secondary research is required (at least 3 materials: essays/articles from books/academic journals).

Group Presentation (2-3 students) (20%): Provide a critical response to a text on the course. This is an opportunity for students to present their own readings and arguments of the texts under review. While presenting its own thesis and preserving its own critical perspective, the presentation should provide opportunities for dialogue and exchange and will seek to identify a specific cultural issue, literary theme, or pattern of imagery related to a text of students' choosing.

Author Interview (10%): These can be done in person, via Skype or Facetime, or by email and should feature at least 10 questions for the interviewee to respond to. Submissions must be accompanied by a rationale which should include why you chose to speak to this particular person and what you learned about the writer's craft.

Quizzes (20%): Distributed randomly throughout the term and will take the form of multiple choice and/or short responses/reflections.

Participation (10%): The participation grade is comprised of students' attendance and participation in classroom activities, including readings, in-class discussions, and assigned tasks. Further, students are expected to come to class prepared, having read assigned materials, and willing and able to participate. Complete details of student responsibilities regarding the participation grade will be outlined in the first week of classes.

NOTE. If students miss class, they are not entitled to Academic Accommodation regarding the Attendance and Participation grade. This particular grade registers only students' presence in class and their participation. If you are absent from class, for whatever reason, your attendance and participation grade will decline. Extenuating circumstances will be considered. Please consult with me.

PLAGIARISM

There is zero tolerance for plagiarism in this course.

Students must write their essays in their own words. Whenever students take an idea, or a passage, from another author in this case including from course notes, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing in the form of citations. This includes Internet sources. Plagiarism is a major academic offence.

Plagiarism checking:

All required papers may be subject to submission for textual similarity review to the commercial plagiarism-detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western Ontario and Turnitin.com (<http://www.turnitin.com>).

TECHNOLOGY

While the use of technology is permitted in class, students should use their devices – laptops, tablets, whiteboards, etc. – for classroom-related activities. If the use of technology becomes distracting or disrupts classroom proceedings, the use of devices will be revoked. Kindly be responsible for your use of technology.

LECTURE AND READING SCHEDULE

Week 1 Introduction: Revisionist Fairy Tales I

Tuesday, Jan. 8	Robert Munsch, <i>The Paper Bag Princess</i>
Thursday, Jan. 10	Matt Groening, <i>Disenchantment</i> (S1E1) <u>The World of Jim Henson: <i>Labyrinth</i></u> (1986)

Week 2 Revisionist Fairy Tales II

Tuesday, Jan. 15	Emma Donoghue, "The Tale of the Handkerchief"
Thursday, Jan. 17	Angela Carter, "In the Company of Wolves"

Week 3 Allegory and Fable: The World of Animals

Tuesday, Jan. 22	Eric Carle, <i>The Very Hungry Caterpillar</i> Maurice Sendak, <i>Where the Wild Things Are</i>
Thursday, Jan. 24	Salman Rushdie, <i>Luka and the Fire of Life</i>

Week 4 Nonsense

Tuesday, Jan. 29	Dr Seuss, <i>Green Eggs and Ham</i> , <i>The Cat in the Hat</i> , and <i>The Butter Battle</i>
Thursday, Jan. 31	Dr Seuss, <i>Green Eggs and Ham</i> , <i>The Cat in the Hat</i> , and

The Butter Battle

Presentations (20%) begin

Week 5 Politics and Power
Tuesday, Feb. 5 Anne Fine, *The Road of Bones*
Thursday, Feb. 7 Anne Fine, *The Road of Bones*

Week 6 The World and Its Doubles
Tuesday, Feb. 12 Neil Gaiman, *Coraline*
Thursday, Feb. 14 Neil Gaiman, *Coraline* (1986)
Creative Assignment (15%) due

No class February 18-22: Spring Reading Week

Week 7 The Boarding School Novel
Tuesday, Feb. 26 J.K. Rowling, *Harry Potter and the Prisoner of Azkaban*
Tuesday, Feb. 28 J.K. Rowling, *Harry Potter and the Prisoner of Azkaban*

Week 8 Young Adult Dystopian Fantasy
Tuesday, Mar. 5 Lois Lowry, *The Giver*
Thursday, Mar. 7 Lois Lowry, *The Giver*

Week 9 Young Adult Dystopian Fiction
Tuesday, Mar. 12 Suzanne Collins, *The Hunger Games*
Thursday, Mar. 14 Suzanne Collins, *The Hunger Games*

Week 10 Young Adult Fiction: Politics
Tuesday, Mar. 19 Charlaine Harris, *Dead Until Dark*
Thursday, Mar. 21 Charlaine Harris, *Dead Until Dark*
Author Interview (10%) due

Week 11 Young Adult Fiction: Comedy
Tuesday, Mar. 26 Neil Gaiman and Terry Pratchett, *Good Omens*
Thursday, Mar. 28 Neil Gaiman and Terry Pratchett, *Good Omens*

Week 12 Anime
Tuesday, April 2 Hayao Miyazaki, *Spirited Away* (2001)
Thursday, April 4 Hayao Miyazaki, *Spirited Away* (2001)
Tsugumi Ohba and Takeshi Obata, *Death Note*

Week 13 Student Showcase and Course Wrap-up
Tuesday, April 9 **Research Essay due (25%)**

Appendix to Course Outlines

Prerequisite and Antirequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enrol in it without them, you may be removed from this course and it will be deleted from your record. If you enrol in this course despite having already taken an antirequisite you may be removed from this course and it will be deleted from your record. Removals for these reasons may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites or for having already taken the antirequisites.

Conduct of Students in Classes, Lectures, and Seminars

Membership in the community of Huron University College and the University of Western Ontario implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Please see the *Code of Student Conduct* at:

<https://huronuc.on.ca/sites/default/files/pdfs/Code%20of%20Student%20Conduct.pdf>

Technology

It is not appropriate to use technology (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Academic Accommodation for Medical/Non-Medical Grounds

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

http://www.sdc.uwo.ca/ssd/?requesting_acc

(a) Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising

University Senate policy, which can be found at

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf,

requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform_15JUN.pdf.

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed

that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.

(b) Accommodation on Medical Grounds for assignments worth less than 10% of final grade: Consult Instructor Directly

When seeking accommodation on medical grounds for assignments worth less than 10% of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. The instructor may not collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.

(c) Non-medical Grounds: Consult Instructor Directly

Where the grounds for seeking accommodation are not medical, the student should contact the instructor directly. Late penalties may apply at the discretion of the instructor. Apart from the exception noted below, academic advisors will not be involved in the process of accommodation for non-medical reasons.

Where a student seeks accommodation on non-medical grounds where confidentiality is a concern, the student should approach an academic advisor with any documentation available. The advisors will contact the instructor after the student's request is received, and will outline the severity and duration of the challenge without breaching confidence. The student will be informed that the instructor has been notified that significant circumstances are affecting or have affected the student's ability to complete work, and the student will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. Before denying a request for accommodation where documentation has been submitted to an academic advisor, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Statement on Academic Integrity

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;

Unauthorized collaboration;
Fabrication of results or sources;
Purchasing work and representing it as one's own.

Academic Integrity: Importance and Impact

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars and an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Dean's Office, and this record of the offence will be retained in the Dean's Office for the duration of the student's academic career at Huron University College.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Policy on Special Needs

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

http://www.sdc.uwo.ca/ssd/?requesting_acc

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Class Cancellations

In the event of a cancellation of class, every effort will be made to post that information on the Huron website, <https://huronuc.on.ca/about/accessibility> (“Cancellations and Closures”).

Mental Health @ Western

Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Academic Advising

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation [see above], students should contact an Academic Advisor in Huron’s Student Support Services (huronsss@uwo.ca). An outline of the range of services offered is found on the Huron website at: <https://huronuc.ca/student-life-campus/student-services/academic-advising>

Department Chairs and Program Directors and Coordinators are also able to answer questions about their individual programs. Their contact information can be found on the Huron website at: <https://huronuc.ca/student-life-campus/art-social-science>