

General Information			
Course name	Other Books - Other Worlds	ECTS Credits	3
		Semester	summer
Aims			
<p>This course aims at presenting the students with a new point of view on a topic as familiar as children's literature, and consequently attempts to encourage them to adopt a critical attitude towards all, even well-known and seemingly straightforward, areas of life. The course consists in analysing specific fairy tales and other texts falling under the category of "children's literature" in order to uncover the mechanisms which these texts employ to socialise children, reflect and/or influence family dynamics, construct identities, sustain traditional gender roles, or, on the contrary, deconstruct them.</p>			
Contents			
<p>WEEK 1: INTRODUCTION. Basic information: assessment, readings, etc. How to write a twosided reading journal. Moodle instructions. Adults reading literature for children.</p> <p>WEEK 2: What is "children's literature?" Basic notions, historical overview, and the problem of "the canon of children's literature." Readings: Lesnik-Oberstein, K. "What is children's literature? What is childhood?"; Watkins, T. "The Setting of Children's Literature: History and Culture"</p> <p>WEEK 3: "The Impossibility of Innocence:" ideology in children's literature. Readings: "ideology"; "innocence"; Winnie-the-Pooh (A. A. Milne)</p> <p>WEEK 4: Critical approaches to children's literature: psychoanalysis, reader response theory, feminism. Readings: Hasse, D.: "Feminist Fairy-Tale Scholarship"; "aesthetics"; "gender"; "theory"; Snow White; The Bloody Chamber (Angela Carter)</p> <p>WEEK 5: Fairy tales and gender roles: constructing an ideal femininity. Readings: "body"; "girlhood"; "tomboy"; Sleeping Beauty; The Famous Five (Enid Blyton)</p> <p>WEEK 6: TUTORIALS</p> <p>WEEK 7: Fairy tales and gender roles: boyhood and masculinity? Readings: "boyhood"; "identity"; Tarzan (Edgar Rice Burroughs); Harry Potter (J. K. Rowling); Captain Underpants (Dav Pilkey)</p> <p>WEEK 8: Socialisation, family, education, and the purpose of children's literature. Readings: "childhood"; "education"; Mrs. Piggle-Wiggle (Betty MacDonald), The Grimm brothers</p> <p>WEEK 9: Children's literature and national identity. Readings: "empire"; "postcolonial"; "race"; Little Henry and His Bearer (Mary Martha Sherwood); The Jungle Book (Rudyard Kipling)</p> <p>WEEK 10: Subversive fairy tales. Stereotypical versus non-conformist identities in children's literature. Readings: "censorship"; "queer"; "postmodernism"; Little Women (Louisa May Alcott); Matilda (Roald Dahl)</p> <p>WEEK 11: Globalisation and contemporary children's literature. Readings: Bullen, E. and K. Mallan: "Local and Global: Cultural Globalization, Consumerism, and Children's Fiction" + a children's story of students' choice</p> <p>WEEK 12: ONLINE CREDIT TEST (via Moodle)</p> <p>Week 13: TUTORIALS</p> <p>Week 14: TUTORIALS</p>			
Evaluation			
<p>Assessment:</p> <p>1. Attendance All classes throughout the winter semester of 2021/22 will be held online,</p>			

through MS Teams, according to the schedule. Seminar attendance is compulsory. The maximum number of absences is 2. In case that a student misses more than 2 seminar sessions, they will be awarded an FX-fail for the course, irrespective of their exam/presentation/paper results. Failing to attend the WEEK 1 introductory session is ALSO COUNTED AS AN ABSENCE. Not logging into an online class is COUNTED AS AN ABSENCE. Students must be on time for class.

2. Active participation, completed homework assignments (15 points) Students are required to do their best with respect to active participation in seminar sessions. Students are expected to bring their own ANNOTATED copies of the required materials, complete the assigned tasks and exercises (available on UPJS OneDrive/MS Teams and during the lessons) and participate in class discussions. Active participation will amount to 15% of the final mark.

3. Reading journal (30 points) Students are required to write three two-sided reading journal entries. The required length of each reading journal is 250-500 words. Each journal should relate to one of the texts discussed during the seminars. The reading journals will amount to 30% of the final mark. Detailed instruction for writing the reading journals will be provided during the introductory session.

4. Credit Test (55 points) Students will sit an online credit test in WEEK 12. The credit test will be held via the Moodle elearning platform. Detailed instructions on how to log into Moodle will be provided during the introductory seminar. The test will amount to 55% of the final mark. There are NO RETAKES. If you are unable to attend the online credit test for valid reasons (e.g. medical emergency), contact the teacher as soon as possible, or in advance if possible. To pass the course, the SUM of all points (active participation + reading journal + credit test) must be no less than 65 points. Grading scale: Mark % A93–100 B86–92 C78–85 D72–77 E65–71 FX64–0

Bibliography

Bettelheim, Bruno: *The Uses of Enchantment: The Meaning and Importance of Fairy Tales*. Knopf Doubleday Publishing, 2010. Cullingford, Cedric: *Children's Literature and Its Effects: The Formative Years*. London: Cassell, 1998. Haase, Donald (ed.): *Fairy tales and Feminism*. Detroit: Wayne State UP, 2004. Hunt, Peter: *An Introduction to Children's Literature*. Oxford UP, 1994. Hunt, Peter: *Understanding Children's Literature*. London: Routledge, 1999. Lerer, Seth: *Children's Literature: A Reader's History*. Chicago: U of Chicago P, 2008. Lesnik-Oberstein, Karin (ed.): *Children's Literature: New Approaches*. New York: Palgrave Macmillan, 2004. Levorato, Alessandra: *Language and Gender in the Fairy Tale Tradition: A Linguistic Analysis of Old and New Story Telling*. New York: Palgrave Macmillan, 2003. Lukens, Rebecca J.: *A Critical Handbook of Children's Literature*. Pearson, 2012. *The Oxford Companion to Children's Literature*. Oxford UP, 1999. Stanford, J.A.: *Responding to Literature*. California: Mayfield Publishing Company, 1999. Zipes, Jack: *Fairy Tales and the Art of Subversion: The Classical Genre for Children and the Process of Civilization* (2nd edition). New York: Routledge, 2006. Compulsory reading: Texts will be available at UPJS OneDrive