

Children's Literature (Fantasy)

Isabel Sobral Campos

Course Description

This course surveys the field of children's literature with a special emphasis on the sub-genres of science fiction and fantasy. We will read folk and fairy tales, sci-fi and fantasy novels that explore pressing themes such as the end of the world and the value of memory and emotions. We will examine children's literature that is exuberant in its embracing of the fantastical to voice, confront, and resolve the plethora of anxieties connected with growing up. These works exercise the abundant energetic imagination often present in the world of the child while asking deeply philosophical questions, such as what is the role of fiction, fabrication, and imagination in a regimented world of often-oppressive institutions. We will analyze symbolic and mythical patterns common to the folk tale and the myth still found in contemporary children's literature. We will also study diverse representations of childhood and consider characterizations of utopian, dystopian, fantastic, anthropomorphic, and mythical worlds. Requirements for this class include short papers, a final research project, and active class participation.

Learning Goals

1. Define children's literature as a special category of literary study partly defined by its proposed audience
2. Identify characteristics of the various "genres" of children's literature
3. Identify and discuss the tension between literature as entertainment and instruction
4. Become proficient in identifying critical issues and trends in children's literature
5. Learn different critical approaches to evaluating children's literature

Required Readings

- Beagle, Peter S. *The Last Unicorn*. New York: Roc, 2008.
- Carroll, Lewis. *Alice in Wonderland and Through the Looking Glass*. New York: Puffin Books, 1997.
- Ender, Michael. *The Neverending Story*. Trans. Ralph Manheim. New York: Firebird, 1983.
- L'Engle, Madeleine. *A Wrinkle in Time*. New York: Farrar Straus Giroux, 2007.
- Le Guin, Ursula K. *A Wizard of Earthsea*, New York: Houghton Mifflin Harcourt, 2012.
- Lowry, Lois. *The Giver*. New York: Houghton Mifflin Harcourt, 1993.
- Tatar, Maria (ed). *The Classic Fairy Tales*. New York: Norton Critical Edition, 1999.
- Verne, Jules. *Journey to the Center of the Earth*, Mineola: Dover Publications, Inc., 2005.

Course Requirements

30% Attendance & Participation
20% First essay

Children's Literature



- 20% Second essay
- 30% Third essay

Attendance & Participation

I take attendance promptly at the beginning of class. Each student will begin the semester with 115% credit for attendance. This means that if you attend every session of the semester, the extra 15% will boost your overall attendance grade. Each absence after that will continue to reduce your raw attendance score in 15% increments. Lateness will also reduce your attendance score. If you arrive less than 10 minutes late, I will deduct 5%; if you arrive more than 15 minutes late, I will mark you absent. Six absences will result in immediate failure.

0 absences:	115%
1 absence:	100%
2 absences:	85%
3 absences:	70%
4 absences:	55%
5 absences:	40%
6 absences:	Immediate failure

It is essential that you read the assigned material before class so that you are able to participate in our discussions. Participation demonstrate that you are an attentive and interested reader of the assignments; that you have read and taken notes; and are actively developing your oral skills.

Course Policies

CLASSROOM CONDUCT

- No electronic devices, please. This includes tablets, laptops, e-readers, cell phones, or music players. Use an old-fashioned pen and pad for taking notes.
- No eating in class, please. You may bring non-alcoholic drinks to class.
- Be thoughtful and courteous to your colleagues during class discussions.
- Always bring the assigned reading/s to class.

LATE WORK

I do not accept late assignments of any kind, nor will I accept papers over email.

EXCUSED ABSENCES & ATHLETES

In order for an absence to be excused for participating in an athletic event, I must hear from your coach and you must write a 300-word response paper on the readings assigned for the missed session. You must give me a printed copy at the beginning of the following class session.

ACADEMIC DISHONESTY

Montana Tech regards acts of academic dishonesty (e.g. plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. Moreover, I am committed to enforcing academic integrity and will pursue cases of academic dishonesty according to Montana Tech Integrity Procedures. If you are unsure about what constitutes plagiarism, come speak with me.

DISABILITY

All persons with disabilities have the right to participate fully and equally in the programs and services of Montana Tech. Montana Tech is committed to ensuring full and equal participation by eliminating barriers and making the appropriate accommodations that allow persons with disabilities to have equal opportunity in all aspects of campus life.

Student Life Counselors are the Montana Tech Disability Service Coordinators. For further information about Disability Services, please refer to the Disability Services Website—http://www.mtech.edu/student_life/disability/

Course Plan

1/29 Introduction to Course

2/1

- C.S. Lewis (BB)
- Shavit, Zohar. "The Concept of Childhood and Children's Folktales: Test Case
- 'Little Red Riding Hood.'" *The Classic Fairy Tales*. New York: Norton Critical Edition, 1999. 317-332.

2/5 Little Red Riding Hood: Initiation

- "The Story of Grandmother." *The Classic Fairy Tales*. New York: Norton Critical Edition, 1999. 10-11.
- Calvino, Italo. "The False Grandmother." *The Classic Fairy Tales*. New York: Norton Critical Edition, 1999. 17-19.
- Dahl, Roald "Little Red Riding Hood and the Wolf." *The Classic Fairy Tales*. New York: Norton Critical Edition, 1999. 21-22.
- ---, The Three Little Pigs. *The Classic Fairy Tales*. New York: Norton Critical Edition, 1999. 22-24.
- Grimm, Jacob and Wilhelm. "Little Red Cap" *The Classic Fairy Tales*. New York: Norton Critical Edition, 1999. 13-16.
- Mi, Chiang. "Goldflower and the Bear." *The Classic Fairy Tales*. New York: Norton Critical Edition, 1999. 19-21.
- Perrault, Charles. "Little Red Riding Hood" *The Classic Fairy Tales*. New York: Norton Critical Edition, 1999. 11-13
- Tatar, Maria. "Introduction." *The Classic Fairy Tales*. New York: Norton Critical Edition, 1999. (ix-xviii).

2/9 Beauty and the Beast: Purity and Obedience

- Beaumont, Jeanne-Marie Leprince de. "Beauty and the Beast." *The Classic Fairy Tales*.
- New York: Norton Critical Edition, 1999. 32-42
- Carter, Angela. "The Tiger's Bride." *The Classic Fairy Tales*. New York: Norton Critical Edition, 1999. 50-66.
- Grimm, Jacob and Wilhelm. "The Frog King or Iron Heinrich." *The Classic Fairy Tales*. New York: Norton Critical Edition, 1999. 47-50.
- Rowe, Karen, E. "To Spin a Yarn: The Female Voice in Folklore and Fairy Tale." *The Classic Fairy Tales*. New York: Norton Critical Edition, 1999. 297-308.
- "Urashima the Fisherman." *The Classic Fairy Tales*. New York: Norton Critical Edition, 1999. 66-68.

2/18 Snow White: Feminism and the Fairy Tale

- Basile, Giambattista. "The Young Slave." *The Classic Fairy Tales*. New York: Norton Critical Edition, 1999. 80-83.
- Gibert and Gubar. "Snow White and Her Wicked Stepmother." *The Classic Fairy Tales*. New York: Norton Critical Edition, 1999. 291-297.
- Grimm, Jacob and Wilhelm. "Snow White." *The Classic Fairy Tales*. New York: Norton Critical Edition, 1999. 83-89.
- Sexton, Anne. "Snow White and the Seven Dwarfs." *The Classic Fairy Tales*. New York: Norton Critical Edition, 1999. 96-100.

2/19 Hansel and Gretel: Psychoanalysis and the Fairy Tale

- Bettelheim, Bruno. "Hansel and Gretel." *The Classic Fairy Tales*. New York: Norton Critical Edition, 1999. 273-280.
- Grimm, Jacob and Wilhelm. "Hansel and Gretel." *The Classic Fairy Tales*. New York: Norton Critical Edition, 1999. 184-190.
- Jacobs, Joseph. "The Rose Tree." *The Classic Fairy Tales*. New York: Norton Critical Edition, 1999. 197-199.
- Perrault, Charles. "Little Thumbling." *The Classic Fairy Tales*. New York: Norton Critical Edition, 1999. 199-206.
- Tatar, Maria. "Sex and Violence: The Hard Core of Fairy Tales." *The Classic Fairy Tales*. New York: Norton Critical Edition, 1999. 364-373.

2/23 The Modern Fairy Tale

- Andersen, Hans Christian. "The Little Mermaid." *The Classic Fairy Tales*. New York: Norton Critical Edition, 1999. 216-232.
- ---, "The Little Match Girl." *The Classic Fairy Tales*. New York: Norton Critical Edition, 1999. 233-234.
- ---, "The Red Shoes." *The Classic Fairy Tales*. New York: Norton Critical Edition, 1999. 241-245.

2/26 The Golden Age of Children's Literature

- Carroll, Lewis. *Alice in Wonderland and Through the Looking Glass*. New York: Puffin Books, 1997. xi-54.
- First Paper Due

3/2 The Golden Age of Children's Literature

- Carroll, Lewis. *Alice in Wonderland and Through the Looking Glass*. New York: Puffin Books, 1997. 55-138.

3/5 Science and Children's Literature

- Verne, Jules. *Journey to the Center of the Earth*, Mineola: Dover Publications, Inc., 2005. 1-62.

3/9 Science and Children's Literature

- Verne, Jules. *Journey to the Center of the Earth*, Mineola: Dover Publications, Inc., 2005. 62-111.

3/12 Science and Children's Literature

- Verne, Jules. *Journey to the Center of the Earth*, Mineola: Dover Publications, Inc., 2005. 111-155.

3/16 Apocalyptic Children's Literature

- Ender, Michael. *The Neverending Story*. Trans. Ralph Manheim. New York: Firebird, 1983. 5-126

3/19 Apocalyptic Children's Literature

- Ender, Michael. *The Neverending Story*. Trans. Ralph Manheim. New York: Firebird, 1983. 129-240

3/23 Apocalyptic Children's Literature

- Ender, Michael. *The Neverending Story*. Trans. Ralph Manheim. New York: Firebird, 1983. 243-350.

3/26 Apocalyptic Children's Literature

- Ender, Michael. *The Neverending Story*. Trans. Ralph Manheim. New York: Firebird, 1983. 353-445.

3/30 Dying World: Ecological Concerns in Children's Literature

- Beagle, Peter S. *The Last Unicorn*. New York: Roc, 2008. 1-153.

4/2 Dying World: Ecological Concerns in Children's Literature

- Beagle, Peter S. *The Last Unicorn*. New York: Roc, 2008. 154-294.
- Second Paper Due

SPRING BREAK

4/13 Doppelgänger: The Shadow-Self

- Le Guin, Ursula K. *A Wizard of Earthsea*, New York: Houghton Mifflin Harcourt, 2012. 1-103.

4/16 Doppelgänger: The Shadow-Self

- Le Guin, Ursula K. *A Wizard of Earthsea*, New York: Houghton Mifflin Harcourt, 2012. 104-209

4/20 Doppelgänger: The Shadow-Self

- Le Guin, Ursula K. *A Wizard of Earthsea*, New York: Houghton Mifflin Harcourt, 2012. 210-297.

4/23 Cosmology and Children's Literature

- L'Engle, Madeleine. *A Wrinkle in Time*. New York: Farrar Straus Giroux, 2007. 7-63.

4/27 Cosmology and Children's Literature

- L'Engle, Madeleine. *A Wrinkle in Time*. New York: Farrar Straus Giroux, 2007. 64-146.

4/30 Cosmology and Children's Literature

- L'Engle, Madeleine. *A Wrinkle in Time*. New York: Farrar Straus Giroux, 2007. 147-232

5/4 History and Memory in Children's Literature

- Lowry, Lois. *The Giver*. New York: Houghton Mifflin Harcourt, 1993. 1-62.

5/7 History and Memory in Children's Literature

- Lowry, Lois. *The Giver*. New York: Houghton Mifflin Harcourt, 1993. 63-135.

5/14 History and Memory in Children's Literature

- Lowry, Lois. *The Giver*. New York: Houghton Mifflin Harcourt, 1993. 136-225.

5/18-5/22 Final Exam Week