

LIT 4334: The Golden Age of Children's Literature
Section ID41

Meeting Times: Tues 8-9 (3pm-4:55) Thurs 9 (4:05-4:55pm)
 Instructor: Rebekah Fitzsimmons
 Office Hours: T & W: 1:30-2:30 pm

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CLASS DESCRIPTION AND GOALS:

In this class, we will read and analyze classic children's literature texts from the Golden Age of Children's Literature. This first so-called "Golden Age" generally encompasses 1865-1926 in both British and American children's literature (though we will likely investigate the validity of these dates). Many of the texts published for children during this period are regarded as important and canonical works of children's literature, against which all other children's literature should be compared. These texts often innovated new forms or established common themes (orphans, innocence, coming of age) that are considered indicative of contemporary children's literature. We will look at a variety of texts and contemporary imaginings or retellings of these famous stories and characters.

In addition to studying the actual texts published for children during this period, we will also investigate the historical, political, and social ramifications of labeling a specific period of time a "Golden Age," and of naming a text a "classic." We will look closely at the professionals (librarians, educators, academics) who claim the authority to segregate these texts and ask why some texts are deemed classics while others are deemed trash. We will spend time reading secondary and academic works that explore the questions of canon formation, taste culture, cultural hierarchies and definitions of children's literature. It is my hope that these explorations will lead to a substantive discussion of current trends in and criticism of contemporary children's literature.

Students should be prepared to engage with these fictional and academic texts through a variety of media (papers, blogs, presentations, quizzes).

READINGS:

Books: For the most part, students are free to select alternate versions of these texts. The exception is any text with an asterisk (*) below: we will be reading critical essays out of this edition of the book, so students should buy the exact text specified. For the rest of the books, free editions are sometimes available for Kindle via Amazon.com or on Project Gutenberg: a student may choose to use digital versions of these texts when available, provided they are able to access these texts via tablet, laptop or digital reading device (please not on a cell phone!). Books should be read in full for the first day they are listed on the syllabus and brought to class for all discussion days thereafter.

1. *Barrie, J. M. *Peter Pan in Kensington Gardens and Peter and Wendy*. Oxford World Classics. ISBN: 0199537844
2. Baum, L. Frank. *The Wonderful Wizard of Oz*. Penguin Classics. ISBN: 0141180854
3. *Burnett, Frances Hodgson. *The Secret Garden*. Norton Critical Edition. ISBN: 0393926354

4. Carroll, Lewis. *Alice's Adventures in Wonderland and Through the Looking Glass*. Penguin. ISBN: 9780141439761
5. Collodi, Carlo. *Pinocchio*. Oxford World Classics. ISBN: 019955398X
6. Kingsley, Charles. *The Water Babies: A Fairy Tale for a Land Baby*. Penguin Classics ISBN: 0143105094
7. Kipling, Rudyard. *The Jungle Books*. Oxford World Classics. ISBN 0199536457
8. MacDonald, George. *The Princess and the Goblin*. Puffin Classics. ISBN: 0141332484
9. *Milne, A.A. *The Complete Winnie-the-Pooh and The House at Pooh Corner*. Dutton Children's. ISBN: 0525444475
10. Nesbit, E. *Five Children and It*. Puffin. ISBN 014132161X
11. *Tartar, Maria (editor). *The Classic Fairy Tales*. Norton Critical Edition. ISBN: 0393972771

Essays: Selected essays and book chapters will be available made available via Sakai or through the Library system. Students are required to bring a copy of these essays to class, either in print or digital format (please not on a cell phone!). Essay assignments are to be read in full for the day they are listed on the syllabus. Essay assignments may change based on the class conversation, so be sure to pay attention to updates on Sakai and/or the class blog.

- Aiura-Vigers, Reiko. "The Link between George MacDonald and the Grimms' Fairy Tales." *The Swansea Review*. 1994. 113-120. Web.
- Beiderwell, Bruce and Anita Hemphill McCormick. "The Making and Unmaking of a Children's Classic: The Case of Scott's *Ivanhoe*." Ed. Donelle Ruwe. *Culturing the Child, 1690-1914: Essays in Memory of Mitzi Myers*. Lanham, Maryland: The Scarecrow Press, 2005. 165-177. Print.
- Cambon, Glauco. "Pinocchio and the Problem of Children's Literature." *Children's Literature* 2 (1973): 50-60. Print.
- Carpenter, Humphrey. "Prologue: The Road to Arcadia." *Secret Gardens: A Study of the Golden Age of Children's Literature*. Boston: Houghton Mifflin, 1985. 1-22. Print.
- Clark, Beverly Lyon. "The case of American fantasy: There's no place like Oz" *Kiddie Lit: the cultural construction of children's literature in America*. Baltimore, Md: Johns Hopkins University Press, 2005. 128-148. Print.
- Darnton, Robert. "Peasants Tell Tales: The Meaning of Mother Goose." *The Classic Fairy Tales*. Ed. Maria Tartar. New York: Norton, 1999. 280-291. Print.
- Griswold, Jerry. Introduction. *Audacious Kids: Coming of Age in America's Classic Children's Books*. New York: Oxford UP, 1992. 1-25. Print.
- Hager, Kelly. "Betsy and the Canon." *The American Child: A Cultural Studies Reader*. Ed. Levander, Caroline F, and Carol J. Singley. New Brunswick, N.J: Rutgers University Press, 2003. 106-127. Print.
- Hemmings, Robert. "A Taste of Nostalgia: Children's Books from the Golden Age- Carroll, Grahme, and Milne." *Children's Literature*. 35 (2007): 54-79. Web.
- Hughes, Felicity A. "Children's Literature: Theory and Practice." *ELH*. 45: 3 (Autumn 1978) 542-561. Web.
- Kidd, Kenneth B. "Prizing Children's Literature: The Case of Newbery Gold." *Children's Literature*. 35 (2007): 166-190. Web.

- . "Three Case Studies: Alice, Peter Pan and The Wizard of Oz." *Freud in Oz: At the Intersections of Psychoanalysis and Children's Literature*. Minneapolis: U Minnesota P, 2011. 65-102. Print.
- Langer, Beryl. "Commodified Enchantment: Children and Consumer Capitalism." *Thesis Eleven* 69:1 (May 2002). 67-81. Web.
- Lundin, Anne. "Chapter 1: Librarians" *Constructing the Canon of Children's Literature: Beyond Library Walls and Ivory Towers*. New York: Routledge, 2004. 1-65. Print.
- . "The Critical and Commercial Reception of *The Secret Garden* 1911-2004" ed. Maria Tartar. Norton Critical Edition: *The Secret Garden*. New York: Norton, 2006. 277-286. Print.
- McGavock, Karen. "The Riddle of His Being: An Exploration of Peter Pan's Perpetually Altering State" *Peter Pan in and Out of Time: A Children's Classic at 100*. Lanham, Maryland: Scarecrow Press, 2006. 195-215. Print.
- McMaster, Juliet. "The Trinity Archetype in *The Jungle Books* and *The Wizard of Oz*." *Children's Literature* 20 (1992): 90-110.
- Natov, Roni. "The Persistence of Alice." *The Lion and the Unicorn* 3:1 (1979): 38-61. Web.
- Rose, Jacqueline. Introduction. *The Case of Peter Pan, or, The Impossibility of Children's Fiction*. Philadelphia: U Pennsylvania P, 1984. 1-11. Print.
- Shavit, Zohar. "The Concept of Childhood and Children's Folktales: Test Case – Little Red Riding Hood." *The Classic Fairy Tales*. Ed. Maria Tartar. New York: Norton, 1999. 317-332. Print.
- Stevenson, Deborah. "Classics and Canons." *The Cambridge Companion to Children's Literature*. Ed. M.O. Grenby and Andrea Immel. Cambridge: Cambridge UP, 2009. 108-123. Print.
- . "Sentiment and Significance: The Impossibility of Recovery in the Children's Literature Canon, or the Drowning of *The Water Babies*." *The Lion and the Unicorn*. 21.1 (1997): 112-130. Web.
- Zipes, Jack. "Breaking the Disney Spell." *The Classic Fairy Tales*. Ed. Maria Tartar. New York: Norton, 1999. 332-352. Print.

GRADING SCALE:

A	4.0	93-100	930-1000	C	2.0	73-76	730-769
A-	3.67	90-92	900-929	C-	1.67	70-72	700-729
B+	3.33	87-89	870-899	D+	1.33	67-69	670-699
B	3.0	83-86	830-869	D	1.0	63-66	630-669
B-	2.67	80-82	800-829	D-	0.67	60-62	600-629
C+	2.33	77-79	770-799	E	0.00	0-59	0-599

A student's final grade in this class will be calculated based on the following point system:

Presentation	150 points
Final paper proposal	25 points
Annotated bibliography	75 points
Final research paper	200 points
Blog posts/comments	375 points
Participation and quizzes	175 points
Final Grade	1000 points

CLASSROOM POLICIES:

Absences: Attendance and participation in this class is mandatory. You are permitted up to 4 absences in this class throughout the semester. Please note that according to University policy, missing a double period class (Tuesday), counts as two absences. I do not distinguish between excused and unexcused absences: if you miss class, I will assume it is for a good reason and I do not require documentation (the only exception to this rule being officially sanctioned University events). However, at your fourth absence, your final grade will be impacted in the following way:

5 absences	-10% of possible grade
6 absences	-25% of possible grade
7 absences	automatic failure of the class

You are responsible for keeping track of your absences, as NO EXCEPTIONS will be made. Prolonged absences, even for medical reasons, cannot be excused, as in-class discussions of reading, in-class work, quizzes and writing assignments are a key part of the course content.

If you do miss a class, it is your responsibility to find out what you missed from your peers and our E-learning site. Any blog post or paper due on a day you are absent is still due.

Tardiness: Please do not come late to class; arriving late disrupts the entire class. **If you are five or more minutes late, the door will be closed, which means, “Do not come in!”** At this point, you have been marked absent, have missed the introduction to the class work and will only disrupt the class. This absence will count toward your total absences in the class.

Participation: Participation is a crucial part of your success in this class and is worth at least 10% of your grade. You will be expected to arrive in class on time, with your reading and other homework completed. You will be required to participate in discussions, work in small groups and complete various other activities, both in class, on our blog, and on our E-Learning site. In general, you are expected to contribute constructively to each class session and to on-line discussions. Failure to do so will result in deductions from your participation grade or dismissal from class, resulting in an absence for that day.

Phone calls, texting, IMing, checking Facebook, leaving class repeatedly, doing work for other classes, eating, sleeping, failure to bring texts and disrespectful language are all examples of behavior that may result in dismissal from class or deductions from your participation grade. Your participation grade may be calculated based on participation in class, in student-led discussions, group work, quality of peer review work and other behavior factors.

PREPARATION

In order to be considered prepared, students must bring the assigned text to class in order to facilitate discussion (this may include digital copies). Readings should be completed prior to the start of class on the day they are listed.

All assignments should be computer generated and professional in appearance. This includes proper MLA formatting (including font, font size, document appearance, proper spacing, numbered pages, 1 inch margins). Any multi-page documents handed in on paper will be **stapled** or a letter grade will be deducted.

All digital papers must be submitted to Sakai in one of the following formats: .doc; .docx; .PDF. Papers submitted in a non-recognizable format will not be accepted and will receive a 0.

When submitting digital papers, please also **include your last name in the file name**. (Example: FitzsimmonsMidterm.doc). Failure to include your last name in the file will result in a 10% deduction from the paper grade.

Submit all assignments by due date and time. **No late assignments** will be accepted for any reason. If you are absent for any reason, your assignment is still due. All papers will be submitted via the class E-learning site on Sakai. I will comment and return your papers through the same site. You will submit all blog entries through the class WordPress site and I will return comments through Sakai in order to ensure your privacy.

Personal computer issues (hard drive crash, corrupted file, forgotten laptop etc.) are not acceptable excuses for turning in a paper/blog post late. If E-Learning is not functioning properly at the time your paper is due, you may email me a copy within 30 minutes of the due date/time. This email should include a Help Desk receipt with your paper or other verification of a system-wide Sakai failure. The same policy applies for blog entries: please send me a screenshot or email from WordPress confirming the system error. You must go back and post your blog once the website is working again in order to get full credit.

Extension policy: All students are permitted 1 no-questions-asked extension during the semester. Students may use this extension on any of the paper components or 6 blog posts. Students **may not** use their extension on presentations, peer-reviews, blog comments or quizzes. In order to be granted an extension, students must:

- a) request the extension in person (before/after class, office hours);
- b) request the extension prior to the due date of the paper; and,
- c) set a new deadline (date and time) by which the paper must be turned in. Papers turned in after this new due date will be considered late.

Please note: the absolute latest I can accept your final paper and still give you a grade for the semester is noon on May 1. Please plan your extension requests accordingly.

Email policies: Since this is an English class, please be aware that your emails to me are a professional communication and should reflect proper spelling, grammar and etiquette. Please include proper salutations and a signature that includes your name, section number and email address.

Please allow 24 hours for me to respond to any email query before sending a follow-up.

I cannot discuss grades, absences or other private information over email. Please plan to attend office hours to discuss these matters. Please do email me when you would like to attend office hours or if you need to set up another meeting time.

Final grade appeals.

Students may appeal a final grade by filling out a form available from Carla Blount, Program Assistant. Grade appeals may result in a higher, unchanged, or lower final grade.

Statement of student disability services.

The Disability Resource Center in the Dean of Students Office provides information and support regarding accommodations for students with disabilities. For more information, see:

<http://www.dso.ufl.edu/drc/>

Statement on harassment.

UF provides an educational and working environment that is free from sex discrimination and sexual harassment for its students, staff, and faculty. For more about UF policies regarding harassment, see:

<http://www.dso.ufl.edu/sccr/sexual/>

Statement on academic honesty.

All students must abide by the Student Honor Code. For more information about academic honesty, including definitions of plagiarism and unauthorized collaboration, see:

<http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php>

ASSIGNMENTS

GRADING RUBRICS:

Grading rubrics for each assignment will be provided for students via Sakai. It is in the student's best interest to familiarize themselves with these grading rubrics prior to writing their papers.

Blogs and comments

375 points

Introductory blog=	15 points
6 blogs x 40 points =	240 points
6 comments x 20 points =	120 points each

All students will post an introductory blog post in order to familiarize themselves with the workings of Wordpress and ensure their accounts are up and running.

After the introductory post, students will be assigned alternating groups (A & B) and will post blogs and comments to the Wordpress blog on alternating weeks. Each student will post a minimum of 6 blog entries and 6 comments by the end of the semester. Each blog will be 300-500 words, polished, refined, visually appealing and will address one of the provided prompts. In general, blog posts will be due prior to the start of class on Thursdays.

Blog comments will be 200-300 words (or 2 posts of 150 words each) and will add new insights, commentary or arguments to the conversation started by the original post. Classroom decorum rules also apply to blog conversations. A more detailed grading rubric for the blogs, comments and introductory blog are available on Sakai and WordPress. In general, comments will be due by 11pm on Thursday evenings.

Extra Credit opportunity: 20 extra credit points may also be granted to students who have their blog posts accepted for publication on KidLit@ufl.edu. Students may submit up to 3 posts to this blog for publication. See the class blog for more details.

Presentations + Bibliography Post**150 points**

After drop/add, students will sign up for a presentation group of 3 students. Each group will be responsible for presenting biographical and historical information about the author and contextual information on the selected text for the first 15-20 minutes of the assigned class. Each group should be prepared to address the following questions in order to frame the class discussion on each text:

- Who is the author? Why did they write the text we are discussing? For whom did they write the text?
- When and where was this book published? What was the critical reception of the book when it was published?
- Why is this book considered a “classic”? Is the book more or less popular today than when it was published? What adaptations or new versions of this text should we consider when discussing its popularity and longevity?

Each group will also submit an MLA-format bibliography of at least 5 academic sources consulted while researching the presentation. The bibliography will be posted to the class blog by one of the group members prior to the presentation in class: all students may use these bibliographies as a starting point for their own research projects.

Final Paper:**Topic Proposal****25 points**

Students will submit a 1-page paper proposal (300 words), outlining the research question or problem they plan to investigate for their final paper.

Annotated Bibliography**75 points**

Students will submit an annotated bibliography on 6-8 secondary academic texts (books, journal articles). An annotated bibliography consists of the MLA citation for the text and a summary of the text, including the main arguments of the text, the usefulness of the text to the student’s argument and how the text interacts with other sources (agrees, disagrees, supports, contradicts). Length of annotations will vary depending on length and usefulness of the text, but each annotation should be a minimum of 125 words.

Research Paper**200 points**

Students will write a research paper on the topic of Golden Age children’s literature. Students will be required to incorporate a minimum of 6-8 sources into this paper. More specific prompts will be provided prior to Spring Break, based on class discussion, but students are encouraged to pursue their own research interests for this paper within the general theme of the class

Quizzes & Participation**175 points**

The instructor will administer unannounced reading quizzes throughout the semester. Quizzes may cover content from the fiction, essays or other homework and are designed to reward students for reading the material closely. **No make up quizzes will be given.** Students may use their personal notes during quizzes, but not books or other study materials.

The instructor will evaluate classroom participation throughout the semester. To receive full points for participation, students should come to class prepared and should plan to speak at least once EVERY CLASS. Participation in group work, projects and other activities will also be factored into the participation grade.

SCHEDULE		
Dates	Readings Due	Assignments Due
Week 1		
January 8:	Introduction, syllabus	
January 10:	<u>Essays</u> : Carpenter, Humphrey. "Prologue: The Road to Arcadia." <i>Secret Gardens: A Study of the Golden Age of Children's Literature</i> . 1-22. (Sakai PDF) Stevenson, Deborah. "Classics and Canons." <i>The Cambridge Companion to Children's Literature</i> . 108-123. (Sakai PDF)	<u>Sunday, January 13: Introductory Blog: Groups A and B</u>
Week 2		
January 15:	Tartar: Introduction, Beauty and the Beast, Snow White, Cinderella, Bluebeard (1-3, 25-178), <u>Essay</u> : Darnton (280-291)	Sign up for discussion groups
January 17:	Tartar: Little Red Riding Hood, Hansel and Gretel, Anderson tales (3-24, 179-245), <u>Essays</u> : Shavit (317-332) & Zipes (332-352)	Group A blogs, Group B comments
Week 3		
January 22:	Kingsley, <i>The Water Babies</i> (1863)	Discussion Group 1
January 24:	<u>Essay</u> : Stevenson, Deborah. "Sentiment and Significance: The Impossibility of Recovery in the Children's Literature Canon, or the Drowning of <i>The Water Babies</i> ." 112-130. (Sakai link) <i>The Water Babies</i> discussion	Group B blogs, Group A comments
Week 4		
January 29:	MacDonald: <i>The Princess and the Goblin</i> (1872)	Discussion Group 2
January 31:	<u>Essays</u> : Aiura-Vigers, Reiko. "The Link between George MacDonald and the Grimms' Fairy Tales." 113-120. (Sakai PDF) Hager, Kelly. "Betsy and the Canon." <i>The American Child: A Cultural Studies Reader</i> . 106-127. (Sakai PDF) <i>The Princess and the Goblin</i> discussion	Group A blogs, Group B comments
Week 5		
February 5:	Collodi: <i>Pinocchio</i> (1883)	Discussion Group 3
February 7:	<u>Essay</u> : Cambon, Glauco. " <i>Pinocchio</i> and the Problem of Children's Literature." 50-60. (Sakai PDF) <i>Pinocchio</i> discussion	Group B blogs, Group A comments
Week 6		
February 12:	Carrol: <i>Alice's Adventures in Wonderland</i> (1865)	Discussion Group 4
February 14:	<u>Essay</u> : Natov, Roni. "The Persistence of Alice." 38-61. (Sakai PDF) <i>Wonderland</i> discussion	Group A blogs, Group B comments
Week 7		
February 19	Carrol: <i>Through the Looking Glass</i> , <u>Essay</u> : Kidd "Three Case Studies" <i>Freud in Oz</i> . 65-102	Discussion Group 5

	(Sakai PDF)	
February 21:	Library Day <u>Essay:</u> Lundin, Anne. "Chapter 1: Librarians" <i>Constructing the Canon of Children's Literature: Beyond Library Walls and Ivory Towers</i> . 1-65. (Sakai PDF)	Group B blogs , Group A comments
Week 8		
February 26	Kipling: <i>The Jungle Book</i> (1894)	Discussion Group 6
February 28:	<u>Essay:</u> McMaster, Juliet. "The Trinity Archetype in <i>The Jungle Books</i> and <i>The Wizard of Oz</i> ." 90-110. (Sakai PDF) <i>The Jungle Book</i> discussion	<u>Friday, March 1:</u> <u>Final paper proposal due</u>
Week 9 March 2-9: Spring Break		
Week 10		
March 12:	Baum: <i>The Wizard of Oz</i> <u>Essay:</u> Griswold, Jerry. Introduction. <i>Audacious Kids</i> . 1-25. (Sakai PDF)	Discussion Group 7
March 14:	<u>Essay:</u> Clark, Beverly Lyon. "The case of American fantasy: There's no place like Oz" <i>Kiddie Lit</i> . 128-148. (Sakai PDF) <i>The Wizard of Oz</i> discussion	Group A blogs , Group B comments
Week 11		
March 19:	Barrie: <i>Peter Pan in Kensington Garden</i>	Discussion Group 8
March 21:	<u>Essay:</u> McGavock, Karen. "The Riddle of His Being: An Exploration of Peter Pan's Perpetually Altering State" 195-215. (Sakai PDF) <i>Peter Pan in Kensington Garden</i> discussion	Group B blogs , Group A comments
Week 12		
March 26:	Barrie: <i>Peter Pan and Wendy</i> <u>Essay:</u> Rose, Jacqueline. Introduction. <i>The Case of Peter Pan, or, The Impossibility of Children's Fiction</i> . 1-11. (Sakai PDF)	Discussion Group 9
March 28:	<u>Essays:</u> Hughes, Felicity A. "Children's Literature: Theory and Practice." (Sakai PDF) Beiderwell, Bruce and Anita Hemphill McCormick. "The Making and Unmaking of a Children's Classic: The Case of Scott's <i>Ivanhoe</i> ." 165-177. (Sakai PDF)	Group A blogs , Group B comments
Week 13		
April 2:	Nesbit, <i>Five Children and It</i> (1902)	Discussion Group 10 <u>Annotated bibliography due</u>
April 4:	<u>Essay:</u> Langer, Beryl. "Commodified Enchantment: Children and Consumer Capitalism." 67-81. (Sakai PDF) <i>Five Children and It</i> discussion	Group B blogs , Group A comments
Week 14		
April 9:	Burnett: <i>The Secret Garden</i> (1911)	Discussion Group 11

April 11:	Essays: “Reviews and Mentions of the Secret Garden” (265-275) & “The Critical and Commercial Reception of <i>The Secret Garden</i> 1911-2004” (277-286) in Norton Critical Edition <i>The Secret Garden</i> discussion	Group A blogs, Group B comments
Week 15		
April 16:	Milne: <i>Winnie the Pooh</i> (1926)	Discussion Group 12
April 18:	Essay: Hemmings, Robert. “A Taste of Nostalgia: Children’s Books from the Golden Age- Carroll, Grahme, and Milne.” 54-79 <i>Winnie the Pooh</i> discussion (PDF Sakai)	Group B blogs, Group A comments
Week 16		
April 23:	Essay: Kidd, Kenneth B. “Prizing Children’s Literature: The Case of Newbery Gold.” 166-190. (PDF Sakai)	
<u>Friday, April 26: Final paper due</u>		