English 401. Childhood’s Literature.

Semester theme: Exposed to the elements

Instructor: Mary Galbraith, PhD maryg@mail.sdsu.edu

Class hours: Tues-Thurs 12:30-1:45 in PSFA 325
Office hours: Tuesdays 8-8:50, Thursdays 2:30-3:15
Office: Arts & Letters 230 (appointment recommended)
Welcome to English 401

And hand in hand on the edge of the sand
They danced by the light of the moon,
The moon, the moon,
They danced by the light of the moon.

— *The Owl and the Pussycat*, Edward Lear (ill. Erica Rutherford)

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Schedule of Reading and Writing Assignments
(readings to be completed before class on the day they are assigned)

**Week 1. August 26 and 28. Stories of childhood experience**

Tuesday: Course introduction—what is children’s literature? (no required reading before class)

Thursday: Fairytales of children exposed to the elements

   Readings for Thursday (at hyperlink or in Blackboard Documents):

   - [Hansel and Gretel, Brothers Grimm](#) -- 1812 version (Germany)
   - [Little Snow-White, Brothers Grimm](#) -- 1812 version (Germany)
   - [East of the Sun, West of the Moon, Asbjørnsen and Moe](#) (Norway, ill. by Kay Nielsen)

Writing Assignment for Week 1: Response 1 due in Blackboard Assignments 8/28 before class
Week 2. September 2 and 4. *Andersen’s Fairytales* (Denmark, 1835-1870)

Thursday: Read in your Andersen book: “The Snow Queen” (1845)
Writing Assignment for Week 2: Study Question 1 due Sunday, Sept 7 in Blackboard

[Image: Jessie Wilcox Smith illustration, *At the Back of the North Wind*]

Week 3. September 9 and 11. *At the Back of the North Wind* (MacDonald, Scotland, 1871)

Tuesday: *At the Back of the North Wind*, Chapters 1-20
Thursday: *At the Back of the North Wind*, Chapters 21-48
Writing Assignment for Week 3: Response 2 (Blackboard Assignments, due 9/11 before class)


Tuesday: Chapters 1-22.
Thursday: Chapters 23-36.
Writing assignment for Week 4. Response 3 (Bb Ass’ts, due 9/18 before class)


Tuesday: Watch on your own before class: *Snow White* (1937) and *Pinocchio* (1940)—Disney. Both movies are available to watch in the Media Center of Love Library, or you can access them other means.
Thursday: *Snow White* and *Pinocchio*; comparison of books and movies
Writing assignment for Week 5: Study Question 2 (Bb Ass’ts). Due Sunday, Sept 28.

Tuesday: Read *Bambi*, Chapters I-11.
Thursday: Chapters 12-25.
Writing assignment for Week 6. Response 4 (due on Bb Ass’ts before class on October 2)

Week 7. October 7 and 9. *Bambi*—Disney movie (1942)

Tuesday: Movie showing of *Bambi* (70 mins)—take notes and hand in.
Thursday: Discussion of *Bambi*—book and movie.
Week 7 writing assignment: Study Question 3—due Sunday October 12

Week 8. October 14 and 16. *Finn Family Moomintroll* (Sweden, 1945)

Tuesday: first half of *Finn Family*.
Thursday: to the end of *Finn Family*.
Writing assignment for Week 8: Response 5 (due on Bb Ass’ts before class on October 16)


Tuesday: childhood in comics—adaptations and original comics
Thursday: childhood in picture books—picture book aesthetics
Writing assignment for Week 9: Write about a strip comic focusing on childhood experience.
   Tuesday: *The Snowy Day* (Keats, USA), *The Snowman* (Briggs, England)
   Thursday: *The Polar Express* (Van Allsburg, USA) and *Father Christmas*
   (Briggs, England)
   Writing assignment for Week 10: Compare two picture books about snow or winter holidays

Week 11. Picture books and fantasy.
   Tuesday: *The Bear* (Briggs, England)
   Thursday: your choice (bring a fantasy comic or picture book to present to a small group)
   Writing assignment for Week 11. Class presentation on Thursday (hand in presentation notes)

   Tuesday: Flint chapters
   Thursday: Birmingham chapters
   Writing assignment for Week 12. Study Question 4

   Tuesday: Watch *My Neighbor Totoro* at <gogoanime.com/my_neighbor_totoro_movie>
   Thursday: Childhood perspective in *My Neighbor Totoro.*


   Tuesday: Childhood perspective in *Spirited Away.*
   Thursday: Discussion of Miyazaki signatures.
   Study Question 5 due Thursday, December 11.

Final Week. December 9 and 11.
   Tuesday. Last regular class day.
   Thursday, 10:30-12:30. Final exam scheduled period. Study Question 5 due.
A. Reading Responses

The reading response assignment will vary from week to week, but here are the general requirements:

1. Choose a short (≈100 words) passage from the beginning, middle, and end of the assigned reading. If there are multiple readings, choose a short passage from each of the readings.
2. Copy these passages into your response.
3. Write about each passage in an intimate way. How did you experience the passage as you read it? How does this passage resonate with what you have read so far? It's fine to look up unfamiliar words, but don't lean on outside sources for your understanding. If you are confused and having trouble understanding the passage, you can write about your confusion and difficulty—just stick as close as you can to the text and your own attempts to "get" it. (Caution: Avoid retelling the story except where this retelling makes a point of your own. Also, avoid "borrowing" interpretations from any other source. Write from your own reading experience.)
4. There is no required length for reading responses, but they should delve deeply into your understanding and sense of the passage. “Get inside” your understanding of the passage. (Typical responses will devote at least 200 words to each passage.)

Grading of Reading Responses

Reading responses are not given letter grades, and they are not evaluated for grammar or paragraph organization. There is no one correct way to read the passages, and I will not penalize you for having eccentric opinions or for raising taboo topics. You are free to express yourself as you wish so long as you show me that you did the reading and that you are writing about your own reading experience.

Responses are recorded in Blackboard Grade Center as complete (2), incomplete (1), or missing (0). They must be submitted online before class on the day they are due.

2 points = Complete: the response (a) demonstrates that you read the assignment and (b) articulates a specific sense of the chosen passages.

1 point = Incomplete: the response demonstrates reading, but does not meet the assignment fully (e.g. it does not copy the passages, or it does not provide a specific sense of your reading of the passages).

0 points = Missing/Unsatisfactory: the response was not submitted or did not demonstrate reading.
B. Reading Quizzes

These are short objective questions posed at the beginning of class, and they cover the day's reading assignment. One point is given for each correct answer. At the end of the semester, all points are totaled; 60% of total possible = satisfactory completion.

C. Discussion Notes and Informal Writings

Notes from small group discussions are turned in, and all members of the group get credit for these notes. Informal Writings are individual answers to broad questions posed in class; these are considered complete if they engage with the question, demonstrate reading, and contain supporting quotes from the text where called for.

D. Study Questions

These are in effect take-home exam questions. They are graded with letter grades.

Grading criteria for Study Questions:
- completeness—answer responds to all parts of the question
- reading and listening comprehension—answer demonstrates familiarity with lectures and assigned readings
- independent observation—answer is based on own close observation of readings
- evidence—answer uses examples and quotes to support assertions
- overview—answer provides high level assertions that emerge from observation
- insight—answer "gets inside" the readings in a profound way
- communication—answer is understandable, original, and convincing

Grade of A: satisfies all criteria
Grade of B: satisfies most criteria
Grade of C: satisfies several criteria

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<th>How your final grade is calculated:</th>
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<td>If all reading responses, reading quizzes, informal writings, and class discussion notes have been successfully completed, your final grade will consist of the average grade of your five Study Questions. If there are missing or incomplete assignments, deductions will be taken accordingly.</td>
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Note: Our class is based on personal reading, writing, and thinking. Two forms of deception in particular threaten the integrity of our whole enterprise. The first is pretending to have read something one hasn't read; the second is pretending to have written something one did not write (i.e. plagiarism). Evidence of these deceptions will be investigated and, if conclusive evidence is found, reported to the Center for Student Rights and Responsibilities. Appropriate penalties will be assessed.
APPENDIX--STATEMENTS MANDATED BY THE UNIVERSITY

The College of Arts and Sciences requires the inclusion of the following statement in syllabi for upper division general education courses:

Courses that fulfill the 9-unit requirement for Explorations in General Education take the goals and skills of GE Foundations courses to a more advanced level. Your three upper division courses in Explorations will provide greater interdisciplinary [sic], more complex and in-depth theory, deeper investigation of local problems, and wider awareness of global challenges. More extensive reading, written analysis involving complex comparisons, well-developed arguments, considerable bibliography, and use of technology are appropriate in many Explorations courses.

This is an Explorations course in the Humanities and Fine Arts. Completing this course will help you to do the following in greater depth: 1) analyze written, visual, or performed texts in the humanities and fine arts with sensitivity to their diverse cultural contexts and historical moments; 2) describe various aesthetic and other value systems and the ways they are communicated across time and cultures; 3) argue from multiple perspectives about issues in the humanities that have personal and global relevance; 4) demonstrate the ability to approach complex problems and ask complex questions drawing upon knowledge of the humanities.

The University Senate mandates the inclusion of the following statement in all syllabi:

for Students with Disabilities

If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that accommodations based upon disability cannot be provided until you have presented your instructor with an accommodation letter from Student Disability Services.

Your cooperation is appreciated.