



FULL COURSE CODE (Ex. FLOR FILM 3316)
Childhood's Books

CAPA LONDON PROGRAM

Spring 2020

Faculty name	:	Tyler Bickford
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Class times	:	Day and time
Classroom location	:	Name and number of classroom
Office Hours	:	Day and Time or «by appointment»

Course Description

This course examines writing for young people, with a focus on children's books about cities. We will consider how representations of childhood in literature change over time and in response to specific historical and cultural events, with special focus on literary representations of children in urban environments, and the role of the city in the development of children's literature as a genre. We will explore the relationship between books for children and the historical experiences of children in London. Readings will include classic and contemporary children's literature by British, American, and African authors, including *Peter Pan*, *The Lion the Witch and the Wardrobe*, and *Zarah the Windseeker*, including novels and picture books. The class will take field trips to notable sites in London relevant to the history of childhood and children's literature. Students will write regularly in response to course readings, field trips, and lectures, and they will conduct original research about the relationship between the history of children's literature and the city of London, and present that research in class.

Course Aims

Upon completion of the course, students will be knowledgeable about the history of children's literature in English. Students will be familiar with critical theories of childhood and of the relationship between cultural identity and practices of representation. They will develop and practice close readings skills and scholarly methods of textual analysis and critique. And they will cultivate habits of mind that take children and childhood seriously in everyday life and in scholarly inquiry. Students will have substantial opportunities to practice written and oral communication, and in internet-based assignments they will practice basic forms of digital literacy and online participation.

Requirements and Prerequisites

There are no specific requirements for this course.

Learning Outcomes

- Acquire historical knowledge of the origin and development of the genre of English-language children's literature
- Understand the importance of cities and urban themes to children's literature
- Be introduced to theoretical perspectives on childhood and cultural identity
- Develop close reading skills and learn methods textual analysis and critique
- Improve written and oral communication skills

Developmental Outcomes

Students should demonstrate: responsibility & accountability, independence & interdependence, goal orientation, self-confidence, resilience, appreciation of differences.

Class methodology

This course will meet once per week for 3.5 hours. Students will be expected to complete substantial reading, writing, and preparation outside of class. Class meetings will include lecture, discussion, small group work, and student presentations.

Field Component(s): CAPA provides the unique opportunity to learn about the city through direct, guided experience. Participation in the field activity(s) for this course is required. You will actively explore the Global City you are currently living in. Furthermore, you will have the chance to collect useful information that will be an invaluable resource for the essays/papers/projects assigned in this course.

The assigned field component(s) are:

- Kensington Gardens, London W2 2UH
- The Foundling Museum, 40 Brunswick Square, London WC1N 1AZ
- Ragged School Museum, 46 Copperfield Road, London E3 4RR

Students are strongly encouraged to participate in co-curricular program activities.

Assignments

Weekly Papers: Students will be expected to turn in a short piece of writing each week (300 words). Assignments will include questions designed to elicit personal reflection about each student’s relationship to children’s books as well as one or several short-answer questions designed to facilitate reviews of the books and themes discussed each week. The assignments will be related to the week ahead so that each student will come prepared with decompressed thoughts on the content.

Oral Presentation: After paper topics are approved, each week one or two students (depending on the class size) will deliver a formal 20-minute presentation to the class based on the research they are doing for their final paper.

Discussion Facilitator: Each week a small group of students will be responsible for taking the lead in the facilitating the discussion via introductory class presentation. The discussion facilitators will be expected to turn in their enhanced papers (600 words) for the week prior to the class meeting. Particular pieces of recommended reading will be required of the facilitator for the week. Students will be expected to turn in their detailed notes and be prepared to present on the identified topics

Research Papers: Students will complete two 10-page research papers on topics related to children and literature in London. The first is due in class on week 7, and the second is due in class at the final class meeting. Over the course of the semester, each student will deliver a 20-minute formal presentation to the class based on their research.

Assessment/Grading Policy

Assessment of Learning Outcomes			
Assessment task	Grade %	Learning Outcomes	Due Date
Participation	20%	a-e	Weekly
Weekly paper	20%	d, e	Weekly from Week 2
Oral presentation	10%	a-e	Weeks 11-12
Discussion facilitator	10%	e	TBD
Paper 1	20%	a-e	Week 7
Paper 2	20	a-e	Week 12

DESCRIPTOR	ALPHA	NUMERIC	GPA	REQUIREMENT/EXPECTATION
Outstanding (High Distinction)	A	93+	4.0	Maximum grade: In addition to description for grade "A-", the student shows detailed understanding of materials about which he or she can show independent analytical ability. This means the ability to question an issue from different perspectives and evaluate responses in an objective manner.
Excellent (Distinction)	A-	90 - 92	3.7	Student shows understanding of literature beyond the textbook/class hand-outs/class notes, and the work shows a high level of independent thought, presents informed and insightful discussion and demonstrates a well-developed capacity for evaluation.
Very good (High Credit)	B+	87 - 89	3.3	Shows evidence of a capacity to generalise from the taught content, or the material in literature, or from class lectures in an informed manner. Also, the work demonstrates a capacity to integrate personal reflection into the discussion and an appreciation of a range of different perspectives.
Good (Credit)	B	83 - 86	3.0	The work is well organised and contains coherent or logical argumentation and presentation.
Good (Credit)	B-	80 - 82	2.7	Student shows understanding of literature beyond the textbook and/or notes, and, there is evidence of additional reading.
Average (Good Pass)	C+	77-79	2.3	The work demonstrates a capacity to integrate research into the discussion and a critical appreciation of a range of theoretical perspectives. Also, the work demonstrates a clear understanding of the question and its theoretical implications and demonstrates evidence of additional reading.
Adequate (Pass)	C	73 - 76	2.0	Shows clear understanding and some insight into the material in the textbook and notes, but not beyond. A deficiency in understanding the material may be compensated by evidence of independent thought and effort related to the subject matter.
Below Average (Borderline Pass)	C-	70-72	1.7	Shows some understanding of the material in the textbook and notes. A deficiency in any of the above may be compensated by evidence of independent thought related to the subject matter.
Inadequate (Borderline Fail)	D+	67 - 69	1.3	Fails to show a clear understanding or much insight into the material in the textbook and notes
Poor (Fail)	D	60 - 66	0.7 - 1.0	Besides the above for D+, student has not shown interest or engagement in the class work or study.
Poor (Fail)	F	<60	0	Shows little or no understanding of any of the material
Incomplete	I			Please see CAPA policy in the Faculty Handbook.

Dress Code

No requirements.

Course Materials

Required Readings:

- J.M. Barrie, *Peter Pan in Kensington Gardens and Peter and Wendy* (Oxford World's Classics) (Also available for free online as at Project Gutenberg: <https://www.gutenberg.org/ebooks/26998> and <https://www.gutenberg.org/ebooks/26654>)
- Marcia Brown, *Dick Whittington and His Cat* (Atheneum Books for Young Readers)
- Frances Hodgson Burnett, *A Little Princess* (Dover) (Also available for free online at Project Gutenberg: <https://www.gutenberg.org/ebooks/37332>)
- Charles Dickens, *Oliver Twist* (Penguin Classics) (Also available for free online at Project Gutenberg: <http://www.gutenberg.org/ebooks/47529>)
- C. S. Lewis, *The Lion, the Witch, and the Wardrobe* (HarperCollins)

- Mark Haddon, *The Curious Incident of a Dog in the Night-Time* (Vintage)
- China Miéville, *Un Lun Dun* (Del Rey)
- Maribeth Boelts, *Happy Like Soccer* (Candlewick)
- Faith Ringgold, *Tar Beach* (1991)
- Barbara Shook Hazen, *Tight Times* (1979)
- Ezra Jack Keats, *The Snowy Day* (1962)
- Don Freeman, *Corduroy* (1976)
- Nnedi Okorafor, *Zahrah the Windseeker* (HMH Books for Young Readers)

Contents of the reader or e-reader if needed:

- John Newberry, *A Pretty Little Pocket-Book*
- *Dick Whittington and His Cat* versions

Weekly Course Schedule

WEEK 1

The beginnings of British publishing for children and new ideas about childhood

READ BEFORE CLASS: John Newberry, *A Little Pretty Pocket-Book*

IN CLASS: Lecture about history of children's literature

IN CLASS: We'll schedule discussion facilitators for the rest of the course today

WEEK 2

Urban orphans in early children's literature

READ: Several versions of *Dick Whittington and His Cat* (multiple authors); Hugh Cunningham, *Children and Childhood in Western Society Since 1500* (selections)

WRITE: First weekly paper due in class

WEEK 3

Urban orphans in history

READ: Hugh Cunningham, *Children and Childhood in Western Society Since 1500* (selections)

VISIT: Meet at the Foundling Museum

IN CLASS: Tour Foundling Museum

WRITE: Second weekly paper due electronically

WEEK 4

Urban poverty and race in contemporary picture books

READ: Maribeth Boelts, *Happy Like Soccer* (2012); Faith Ringgold, *Tar Beach* (1991); Barbara Shook Hazen, *Tight Times* (1979); Ezra Jack Keats, *The Snowy Day* (1962); Don Freeman, *Corduroy* (1976)

WRITE: Third weekly paper due in class

WEEK 5

Urban orphans and Golden-Age fantasy

READ: J. M. Barrie, *Peter Pan in Kensington Gardens* and *Peter and Wendy* (selections)

VISIT: Kensington Gardens

IN CLASS: If the weather allows, we'll tour Kensington Gardens together and meet for class outside to discuss Peter Pan and the upcoming paper assignments

WRITE: Fourth weekly paper due electronically

WEEK 6

Urban orphans and Golden-Age realism

READ: Frances Hodgson Burnett, *A Little Princess*

WRITE: Draft of first 10-page paper due in class

WEEK 7

READ: Hugh Cunningham, *Children and Childhood in Western Society Since 1500* (selections)

VISIT: Field trip to Ragged School Museum

IN CLASS: Tour Ragged School Museum
WRITE: Final version of first 10-page paper due electronically

WEEK 8

Escaping from the city

READ: C. S. Lewis, *The Lion, the Witch, and the Wardrobe*
WRITE: Fifth weekly paper due in class

WEEK 9

Escaping from the city (a very different approach)

READ: Nnedi Okorafor, *Zahrah the Windseeker*
WRITE: Sixth weekly paper due in class
PRESENT: In-class presentations about research projects start this week

WEEK 10

Escaping into the city

READ: Mark Haddon, *The Curious Incident of a Dog in the Night-Time*
IN CLASS: Discuss upcoming paper assignments
WRITE: Seventh weekly paper due in class

WEEK 11

Escaping into the city

READ: China Miéville, *Un Lun Dun*
IN CLASS: Final presentations
WRITE: Draft of second 10-page paper due in class

WEEK 12

Wrap-up

PRESENT: Final in-class presentations about research projects
WRITE: Second 10-page paper due in class

Attendance, Participation & Student Responsibilities

Attendance: CAPA has a mandatory attendance policy. Attendance is taken at the beginning of every class. Unauthorized absence from class will result in a reduction of the final grade and potentially a failure for the course.

Missing classes for medical reasons: If you need to miss a class for medical reasons or for a family emergency, you must send an e-mail to let the **Director of Academic Affairs (DAA) or Resident Director** know at least one hour in advance of your class or meeting at the following e-mail: _____. Note that calling the CAPA Center (_____) is acceptable only if you do not temporarily have access to the internet. An e-mail is still required as quickly as you can get access to the internet again. You will need to provide evidence of the reason for your absence. Unexcused absences will result in a grade reduction. In the event of a missed class or field trip, it is your responsibility to contact your instructor and make up any missed assignments.

Class Participation: Students are expected to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Students must read assignments BEFORE the class, and come in on time. Participation is a vital part of your grade: students are expected to participate orally in seminars and in online forums and discussions in a critical and evaluative manner; to interact with the faculty and fellow students with respect and tolerance; and to actively engage in discussion. Derogatory or inflammatory comments about the cultures, perspectives or attitudes of others in the class will not be tolerated.

Academic Integrity: A high level of responsibility and academic honesty is expected. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work and class behavior. Plagiarism and cheating will result in dismissal from the program. See the Handbook of CAPA Academic Policies for more information and resources on plagiarism.

Use of electronic equipment in class: All devices such as laptops, I-pods, I-pads, netbooks, notebooks and tablets, smartphones, cell phones, etc. are **NOT** allowed unless you have express permission from the faculty or you have been instructed to do so. If you require an accommodation to use any type of electronic equipment, inform the **Director of Academic Affairs or the Resident Director** at the beginning of Term.

Use of Electronic Translators: In Language courses students are NOT allowed to use electronic translators for writing texts in the target language: those submitting compositions and texts of whatever kind translated in such a fashion will receive a final F grade for the course.

Late Submission: Late submission of papers, projects, journal entries, pieces of homework and portfolios is only permitted with prior approval. A request must be made to the relevant Faculty member no later than two days prior to the due date. Late submission without prior approval will result in a full alpha grade penalty. In either case, work cannot be submitted after feedback has been provided to the rest of the class on the relevant assessment or one week after the due date whichever comes first, after which point a grade of F will be given for the assessment.

Behavior during Examinations: During examinations, you must do your own work. Unless specifically instructed by the lecturer or instructor, talking during an exam is not permitted, nor may you compare papers, copy from others, or collaborate in any way. Any failure to abide by examination rules will result in failure of the exam, and may lead to failure of the course and disciplinary action.