



UNIVERSITY OF
CALGARY

COURSE TITLE: Advanced Studies in Children’s Literature			
Course Number	487	FALL 2020	
Faculty / Department	Faculty of Arts/Department of English		
Instructor Name	Dr. Bourrier	Email	karen.bourrier@ucalgary.ca
Instructor Email Policy	I will do my best to respond to emails within 48 business hours. I do not check my work email on evenings or weekends.		
Office Location	SS 11:40	Telephone No:	n/a
Office Hours	M 11:00 to 12:00		
Class Dates/Times/Location	MW 09:30 - 10:45 SA 121		

Course Description

In this course, we will be tracing the rise of the ideal of childhood innocence and imagination, embodied in the ideal of the Romantic child, through an exploration of classic works of the Golden Age of children’s literature from *Alice’s Adventures in Wonderland* to *Winnie-the-Pooh*. We will also complicate and racialize this ideal through contemporary paracanonical texts such as Charles A. Eastman’s *Indian Boyhood* and through attention to themes of empire and (dis)ability in texts like *The Secret Garden*.

Learning Outcomes

- To gain a historical understanding of ideals of childhood innocence that are still relevant today, and their roots in the Victorian and Edwardian eras
- To gain an understanding of the way that this ideal excluded others along the lines of race, class, and (dis)ability
- To be able to apply terms from narratology (implied author, implied audience etc.) to literature
- To develop editing skills and an understanding of paratextual apparatus
- To sharpen historical research skills using primary scholarly sources and databases
- To develop critical reading and writing skills through class participation and assignments

Texts and Readings

- J. M Barrie, *Peter Pan*, Broadview ISBN 9781551117935 (required, be sure to get this edition as we’re looking at the play)
- Frances Hodgson Burnett, *The Secret Garden*, Oxford World’s Classics, ISBN 9780142437018
- Lewis Carroll, *Alice in Wonderland and Through the Looking-Glass* (all in one volume), Oxford World’s Classics, ISBN 9780199558292 (required)

- Charles A. Eastman, *Indian Boyhood*, Dover, ISBN 0468220370 (required)
- Edward Lear, *Nonsense Poems*, Dover, ISBN 9780486280318 (recommended)
- A.A. Milne, *Winnie-the-Pooh*, Puffin, ISBN 9780142404676 (required)
- Edith Nesbit, *The Five Children and It*, Puffin ISBN 9780140367065 (required)
- Beatrix Potter, *Peter Rabbit*, ISBN 978-0-7232-4770-8 (required)
- Beatrix Potter, *Squirrel Nutkin*, ISBN 978-0-7232-4771-5 (required)

*Supplementary primary and critical readings will be provided on D2L.

Assignments and Evaluation

Implied Audience Essay (30%)

In this assignment, following Seymour Chatman's narrative theory, you will make an argument about who the implied audience is in a work of children's literature in a short an essay of around 1,500 words. Full assignment to follow on D2L.

Editing Assignment (35%)

In this assignment, you will edit a chapter of Burnett, Eastman, Nesbit, Milne, or a whole tale of Beatrix Potter, including writing footnotes and a scholarly introduction of around 2,000 words. Full assignment to follow on D2L.

Final Exam (25%)

A registrar scheduled final exam will include passage identification and an essay synthesizing themes from the semester.

Participation and Team-Based Learning (10%)

A major goal of this class is to foster critical thinking and discussion skills within a collaborative environment. In order to do so, we'll be working in teams to begin the discussion of the day's reading. By the second week of class, I will assign you a team of five that you'll work with for the semester.

Before class, post two questions for discussion on that you'd like to raise about the reading in your group forum on D2L. Your questions should show that you have done the reading and thought about it.

Your participation grade will be based mainly on these questions:

For 8/10: pose two good questions on at least 80% of the days with assigned reading

For 7/10: pose two good questions on at least 70% of the days with assigned reading

For 6/10: pose two good questions on at least 60% of the days with assigned reading

For 5/10: pose two good questions on at least 50% of the days with assigned reading

You must pose questions on at least half of the days with assigned reading to pass the class!

plus your satisfactory involvement with your group (e.g.. that you come to class having done the reading and prepared to discuss it with them). If you cannot attend class in-person, you can participate in your group's online forum for the day instead by answering two of the questions your group members pose. At the end of class, teams will evaluate each member using a rubric that accounts for preparedness and participation in team discussions. I will also take into account a self-evaluation based on the same rubric.

A+ participation grades (9/10 or 10/10) will be reserved for exceptional participation.

Attendance and Participation Expectations

Your participation is essential to the success of our class. Please come on time and prepared to discuss the reading for the day. If you have on-going difficulties that prevent your full participation please talk to me about it in the first two weeks of class, or as soon as these problems arise.

Additional Regulations

Every student has **two days of grace** that can be used for any written component of the course. This eliminates the need to request extensions and allows you some flexibility in managing your workflow. After the days of grace are used, late assignments will be penalized with the loss of a third of a grade (an A- to B+) for day (including weekends) that the assignment is overdue.

There is a registrar scheduled exam.

There are no extra credit assignments

You must pass all assignments, including the discussion questions, to receive a passing grade in the class

Conduct

Students, employees, and academic staff are also expected to demonstrate behaviour in class that promotes and maintains a positive and productive learning environment. As members of the University community, students, employees, and academic staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar, the Code of Conduct and Non-Academic Misconduct policy and procedures, which can be found at: <http://www.ucalgary.ca/pubs/calendar/current/k.html>

Use of Internet and Personal Devices in Class

The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities (e.g. taking notes, doing research). Please refrain from accessing websites and resources that may be distracting to you or for other learners during class time. Students are responsible for being aware of the University's Internet and email use policy, which can be found at

<https://www.ucalgary.ca/policies/files/policies/electronic-communications-policy.pdf>

Grading System

Assignments and participation will be graded using numerical grades, which will be converted to letter grades on the following scale at the end of the semester:

90 + %	A+	4.0	67 – 69 %	C+	2.3
85 – 89 %	A	4.0	64 – 66 %	C	2.0
80 – 84 %	A–	3.7	60 – 63 %	C–	1.7
77 – 79 %	B+	3.3	55 – 59 %	D+	1.3
74 – 76 %	B	3.0	50 – 54 %	D	1.0
70 – 73 %	B–	2.7	0 – 49 %	F	0

- Although the A+ is solely an honorific that entails no additional points in the four-point system, the course instructor will employ this mark to distinguish superlative work that far exceeds expectations in style, correctness, intellectual depth and breadth, sophistication, and originality.

- The interpretation of the undergraduate university grading system can be found at <https://www.ucalgary.ca/pubs/calendar/current/f-1-1.html>
- There is no D- grade.
- You must earn all of the percentage points to get a grade (e.g. there is no rounding up grades at the end of term)
- Students must reach the minimum percentage threshold for the grade range to receive that letter grade (e.g., to receive an A- a student will have surpassed the minimum threshold of 80.00% in the course)

Academic Integrity:

This course, like all courses at the University of Calgary, holds students to high standards of honest and responsible scholarship. Please consult the Academic Integrity website for a detailed description of university policies, which will be enforced in this course. Cases of suspected academic misconduct will be referred to the Associate Dean of Arts for a ruling.

Plagiarism is a type of academic misconduct. Plagiarism occurs when a student presents the ideas, expression of ideas, or work of another person as their own. Another equally serious form of plagiarism occurs when a student submits something they have written themselves for credit in two or more courses without first securing written permission from all those course instructors. Consequences for plagiarism include failure on the assignment, failure in the course, and possible suspension or expulsion from the university. Using any source whatsoever without clearly documenting it is a serious academic offense.

Deferral of term work and final examinations:

Should you require an extension for completion of term papers or assignments beyond the deadline of five days after the end of lectures, an Application of Deferment of Term Work must be completed. It is the student's responsibility to initiate this process with the instructor. The University also has regulations governing the deferral of final examinations.

Grade appeals:

To pursue a Reassessment of Graded Term Work or a Reappraisal of an Academic Assessment, Consult the University Calendar and request advice from the English Department at engl@ucalgary.ca. Please note that mere dissatisfaction with a grade is not sufficient grounds for an appeal.

English Department Website:

For more information about courses, programs, policies, events and contacts in the Department of English. Scribe and Muse Club for English Students: The Scribe and Muse Reading and Writing Club fosters and champions reading and writing through community service, leadership, and engagement. Our email address is smecuofc@gmail.com.

Writing support: The Student Success Centre offers both online and workshop writing support for U of C students.

Academic regulations and schedules

Student Academic Accommodations: The Student Accessibility Services website is available here. University accommodation policies can be found at the following links:
<https://www.ucalgary.ca/pubs/calendar/current/b-6-1.html>

<https://www.ucalgary.ca/pubs/calendar/current/b-6.html>

<https://www.ucalgary.ca/pubs/calendar/current/b-6-2.html>

Program Advising and Student Information Resources is done through the Faculty of Arts Students' Centre.

Office location: SS102; phone: 403-220-3580; email: ascarts@ucalgary.ca Website:

<http://arts.ucalgary.ca/undergraduate>

Instructor's Intellectual Property

Course materials created by instructors, including presentations, posted notes, labs, case studies, assignments, and exams, remain the intellectual property of the instructor. These materials may not be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with usual classroom practice. Students' assignments will be accessible only by the authorized course faculty and teaching assistants. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

Sexual violence policy: <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

Other important information: · Wellness and Mental Health Resources · Student Success · Student Ombuds Office · Student Union (SU) Information · Graduate Students' Association (GSA) Information · Emergency Evacuation/Assembly Points · Safewalk

Universal Student Ratings of Instruction (USRI): Please participate in USRI Surveys toward the end of the course. The feedback they provide helps us evaluate teaching, enhance student learning, and guide students as they select courses.