



**English 505: History of Children's Literature
Spring, 2015
Dr. Susan Louise Stewart**

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903-886-5260 (dept. phone)
903-886-5980 (fax)

Office Hours:

Tues/Thurs: 10:00-12:30

By appointment

I will generally respond to e-mails within 24 hours of receiving them Monday-Thursday. If I receive your e-mail early enough on Friday, I'll try to respond that day.

Catalog Description

A survey of the historical development of children's literature in relation to its cultural, intellectual, and political contexts. Could include how British and American writers changed paradigms for and perceptions about "childhood" and "children's literature" by developing literature that entertained and instructed young readers, as well as how conditions of print culture, political change, and social status influenced the delivery and reception of the genre.

Course Description:

We will trace the development of children's literature through some of the early texts associated with children—*Token for Children*, *A Pretty Little Pocket Book*, and *The History of Little Goody Two Shoes*, for instance—through more contemporary texts that have received attention via the Newbery Medal, which is "awarded annually by the American Library Association for the most distinguished American children's book published the previous year" ("John Newbery Medal"). Additionally, we will read some texts that received the Phoenix Award, which the Children's Literature Association gives to novels that did not receive the critical attention they should have at the time of their initial publication. Through these texts, we will identify and discuss the construction of children's literature and its various incarnations.

Course Objectives:

Ask the kinds of questions that will give provide context and a better understanding of the texts you're reading

Become conversant in the history and themes of children's literature

Become conversant in the political, cultural, and ideological influences regarding the production of children's literatures

Become conversant in the scholarship regarding historical treatments of children's literature.

Student Learning Outcomes:

Students will ask the kinds of questions that will help them contextualize and place texts in their historical milieu. Questions will be overarching but simultaneously directed, questions— questions that will give students better insight to the text’s production, reception, function, etc.

Students will produce a graduate-level final project that reflects the student’s understanding of some facet of children’s literature.

Required Texts

Unless otherwise noted, any unabridged edition is fine and any format is fine including audible editions

Resource Texts:

MLA Handbook for Writers of Research Papers

Author: Gibaldi

ISBN: 9781603290241

Edition/Copyright: 7TH 09

Published Date: 2009

Children’s Literature: A Very Short Intro

Author: Reynolds

ISBN: 9780199560240

Edition/Copyright: 11

Published Date: 2011

Token for Children (first published 1671-72; republished 1811)

Author: Janeway. Available at

http://books.google.com/books/about/A_Token_for_Children.html?id=qihMAAAAYAAJ

Pilgrim’s Progress (1678)

Author: Bunyan. Available at <http://goo.gl/hXWBQd> (download)

A Little Pretty Pocket-Book, Intended for the Amusement of Little Master Tommy and Pretty Miss Polly with Two Letters from Jack the Giant Killer (1744); available in doc sharing

Goody Two-Shoes: A Facsimile Reproduction of the Edition of 1766

Author: Probably Goldsmith, maybe Welsh. Available at <http://goo.gl/RGX2hP>

Newberys:

1930s: Brink, *Caddie Woodlawn*, ISBN: 9781416940289

[http://www.amazon.com/Caddie-Woodlawn-Carol-Ryrie-](http://www.amazon.com/Caddie-Woodlawn-Carol-Ryrie-Brink/dp/1416940286/ref=tmm_pap_title_0?ie=UTF8&qid=1354218280&sr=1-1)

[Brink/dp/1416940286/ref=tmm_pap_title_0?ie=UTF8&qid=1354218280&sr=1-1](http://www.amazon.com/Caddie-Woodlawn-Carol-Ryrie-Brink/dp/1416940286/ref=tmm_pap_title_0?ie=UTF8&qid=1354218280&sr=1-1)

1940s: Forbes, *Johnny Tremain*, ISBN 9780440942504

- http://www.amazon.com/Johnny-Tremain-Esther-Hoskins-Forbes/dp/0547614322/ref=sr_1_1?s=books&ie=UTF8&qid=1354218312&sr=1-1&keywords=johnny+tremain
- 1950s: Speare, *Witch of Blackbird Pond*, ISBN 9780547550299
http://www.amazon.com/Witch-Blackbird-Elizabeth-George-Speare/dp/0547550294/ref=sr_1_1?s=books&ie=UTF8&qid=1351565214&sr=1-1&keywords=witch+of+blackbird+pond+elizabeth+george+speare
- 1960s: L'Engle, *A Wrinkle in Time*, ISBN 9780312367541
http://www.amazon.com/Wrinkle-Time-50th-Anniversary-Commemorative/dp/0374386161/ref=sr_1_1?s=books&ie=UTF8&qid=1351565294&sr=1-1&keywords=wrinkle+in+time
- 1970s: Taylor, *Roll of Thunder, Hear My Cry*, ISBN: 9780590389273
http://www.amazon.com/Roll-Thunder-Hear-My-Cry/dp/0142401129/ref=sr_1_1?s=books&ie=UTF8&qid=1351565661&sr=1-1&keywords=roll+of+thunder
- 1970s: Armstrong, *Sounder*, ISBN 9780064400206:
http://www.amazon.com/Sounder-William-H-Armstrong/dp/0064400204/ref=sr_1_1?s=books&ie=UTF8&qid=1354217750&sr=1-1&keywords=9780064400206
- 1980's: Voigt, *Dacey's Song*, ISBN 9780449702765:
http://www.amazon.com/Diceys-Tillerman-Cycle-Cynthia-Voigt/dp/1442428791/ref=sr_1_1?s=books&ie=UTF8&qid=1351565967&sr=1-1&keywords=dacey%27s+song
- 1990's: Spinelli, *Maniac Magee*, ISBN: 9780316809061
http://www.amazon.com/Maniac-Magee-Jerry-Spinelli/dp/0316809063/ref=sr_1_1?s=books&ie=UTF8&qid=1351565762&sr=1-1&keywords=maniac+magee
- Phoenix Winners:**
- Hughes, *Keeper of the Isis Light* (2000/1980): 9780689833908
http://www.amazon.com/Keeper-Isis-Light-Monica-Hughes/dp/1416989633/ref=sr_1_1?s=books&ie=UTF8&qid=1351566632&sr=1-1&keywords=keeper+of+the+isis+light
- Dickinson, *Eva* (2008/1988), ISBN: 9780440207665
http://www.amazon.com/Eva-Peter-Dickinson/dp/0440207665/ref=la_B000AP8MOG_1_1?ie=UTF8&qid=1351566806&sr=1-1
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Assignments and Grading

Discussion Boards: 10 pts for initial post, 10 points for response

Analysis of a "Somber Pedagogy" 20 pts.

Identifying Paper Topics 1, 20 pts

Identifying Paper Topics 2, 20 pts

Paper Topic and Bibliography, 20 pts

Final Paper: 80/20

Assignment Descriptions: Forthcoming

Helpful Questions Discussion Board: Nearly every week, you will need to post a question to the discussion board wherein you ask the kinds of questions that will help you contextualize and place the text in its historical milieu. Thus, for instance, you won't want to ask about the meaning of a particular word or why s's look like f's in early typescript. Ask bigger, but simultaneously directed, questions—questions that will give you better insight to the text's production, reception, function, etc. Do not duplicate questions.

You will also need to return to the previous week's Discussion Board and provide the answer to one of the questions posted in the discussion board. If possible, find a scholarly source to ensure that you have a chance at the most amount of points. Do not duplicate someone else's response.

Course Policies

Late Papers: I seldom accept late papers, and if I do, it is at my discretion. Additionally, expect no better than a C on a paper that is turned in late. A late paper cannot be revised.

Attendance: I know how very complicated life can be. Still, as graduate students, you have greater responsibilities than undergraduate students in terms of attendance and discussion in that you are demonstrating your professionalism through the classes you take and how you conduct yourself in those classes. If you miss classes, I will assume one of two things: you have other priorities or you're not taking the course seriously. You DON'T want me to think that, for I won't make you a priority and it will be difficult to take your work seriously. The classes I teach are my priority; I expect the same from you. If you miss more than two class periods, expect your grade to reflect as much. If you miss more than three class periods, I reserve the right to drop you.

Revision Policy: Revisions are at my discretion, but I generally encourage students to revise. Some circumstances that preclude revision:

1. The assignment has been turned in late
2. You have made an A or B on the assignment
3. I perceive that the mistakes are careless
4. The assignment does not meet the basic requirements (incomplete, doesn't meet word count, etc.) I have established

5. The paper has been recycled or was not written by you. A recycled paper is one written for another class and handed in under the pretense that it was written for this class. Students are welcome to use material written for other classes, but they must first clear it with me, and I will explain what needs to be done in order for it to be acceptable.

Incomplete Grades: Only under the direst of circumstances will I grant an incomplete for the course, and then it depends on the Dean as to whether or not the incomplete will be permitted. You will have to supply documentation in order to obtain an incomplete. That doesn't come from me. It comes from the dean.

Academic Honesty Policy: Texas A&M University-Commerce does not tolerate **plagiarism** and other forms of academic **dishonesty**. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), recycling papers written for other classes, cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material. See the following helpful resources regarding plagiarism:

1. your *MLA Handbook*
2. <http://www.plagiarism.org/>
3. <http://www.unc.edu/depts/wcweb/handouts/plagiarism.html>
<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

Ultimately, you are responsible for indicating when you have used specific words, sentences, or paragraphs, which belong to other writers. These words, sentences, or paragraphs should be designated via quotation marks and in-text citations. Additionally, identify when you use ideas from other sources. If you use the exact wording of something you've read or if you paraphrase it, provide a specific citation indicating where you found your information. If in question, cite it, and indicate that you've cited it by using quotation marks and in-text citations. Think of it in these terms: knowledge is a commodity, especially in the academic community. If you had a brilliant idea, or a wonderful way with words, would you like it if someone used your idea or words without acknowledging you? In short, I will fail papers that are copied or that do not acknowledge sources. If you have questions, ask me, and I will help you. If I discover a paper has been plagiarized, I will fail the paper, which will likely result in an F for the class. Further, according to the Texas A&M University-Commerce Code of Student Conduct 5.b[1,2,3], penalties for students guilty of academic dishonesty include disciplinary probation, suspension, and expulsion.

Egregious plagiarism such as recycling a paper, turning in a paper that you did not write, copying/pasting text without citation, or similar actions will result in one or more of the following: a 0 for the assignment, an F for the class, disciplinary action administered by the university.

Technology Requirements, Access, & Navigation:

The following information has been provided to assist you in preparing to use technology successfully in this course. You will need access to the following technologies:

1. Access to eCollege. All written assignments will be uploaded to the eCollege dropboxes.
2. Internet access/connection – high speed recommended
3. Word Processor: MS Word [doc or docx]. If you do not have MS word, you can save your texts as rtf (rich text format) or txt (plain text). Be aware that saving documents in rtf or txt will possibly cause problems with formatting, and formatting is important in this class. If saving your document in txt or rtf, contact me, and I will help you identify a solution.

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you use a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (8.0).

Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

I strongly recommend that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login in to eCollege, click on the “myCourses” tab, and then select the “Browser Test” link under Support Services.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamu-commerce.edu.]

Communication and Support and Primary Communication Tools

I rely mainly on e-mail, class time, and face-to-face appointments. I also encourage you to visit me in person (if you’re on campus) during office hours: **Face-to-face**, Tues/Thurs: 1:30-4:00, or by appointment; I will generally respond to e-mails within 24 hours of receiving them Monday-Thursday. If I receive your e-mail early enough on Friday, I’ll try to respond that day.

While I reply to individual e-mails with non-campus e-mail addresses, if I send out a mass e-mail, it will go to your campus e-mail address. Please check your campus e-mail daily.

eCollege Student Technical Support:

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

Chat Support: Click on “Live Support” on the tool bar within your course to chat with an eCollege Representative.

Phone: 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.

Email: helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.

Help: Click on the “Help ” button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc...)

University Student Technical Support

The writing center located in the Hall of Languages is a great resource. They work with graduate students all of the time. Take advantage of their expertise.

University Procedures/Policies

Drop a Course: Students may drop a course by logging into their myLEO account and clicking on the hyperlink labeled “Drop a class” from among the choices found under the myLEO section of the Web page.

Administrative Withdrawal: I reserve the right to administratively drop students for excessive (more than 3) absences.

Students with Disabilities: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

e-mail: StudentDisabilityServices@tamu-commerce.edu

Website: Student Disability Resources & Services at <http://web.tamu-commerce.edu/studentLife/campusServices/studentDisabilityResourcesAndServices/>

Course Schedule

Please note this schedule is subject to revision
I will give students plenty of notice if anything is revised

Additionally, after you've looked everything over, do not use this schedule; use the calendar listed under the Course Schedule Tab

Week 1: Sat, 1/24 pm

Personal introductions (anytime this week by 11:59 pm Saturday)

Locate and read “A Somber Pedagogy: A History of the Child Death Bed Scene in Early American Children’s Religious Literature, 1674-1840”

Saturday, 11:59 pm: Post to Discussion Board: Identify something that surprised you, that you think interesting about the article or something you could add to it.

Week 2: Wed/Sat Jan 28/31

Read all of Part 1 of *Token for Children* and "The Child’s Monitor; Or, the Dying Experience of Mary Jones (the last story of the book, page 237) located at <http://goo.gl/ruc8IH>

Wed, 11:59 PM: Post to Discussion Board: Asking Helpful Questions Week 2. Ask the kinds of questions that will help you contextualize and place the text in its historical milieu. Thus, for instance, you won’t want to ask about the meaning of a particular word or why s’s look like f’s in early typescript. Ask bigger, but simultaneously directed, questions—questions that will give you better insight to the text’s production, reception, function, etc. Please note that this will usually have a due date of Saturday.

Saturday, 11:59 pm: Analysis of the article “A Somber Pedagogy”: Explain the way the article works, for instance what the argument is, strategies the author uses to convey meaning—this is an analysis of *HOW* the article is written rather than what it says. Thus, you might look at sentence structure, diction/syntax, how the author emphasizes ideas, how the author uses sources and to what end. Explain how you might adopt some of the author’s strategies. What I really want you to work on is getting your own writing to the author’s level. Pay attention to how she writes and how you write. Upload to Article Analysis. Body of the text should be about 1500 words. Include works cited, follow MLA citation.

Week 3: Wed/Sat, Feb 4/7

Read the following items out of *Pilgrim’s Progress* located at <http://goo.gl/hXWBQd>:

The Life of John Bunyan”

"Preface”

Pages 1-38

Locate and read “Why No One Can Mend the Slough of Despond”

Wednesday, 11:59 pm: Return to Week 2 Discussion Board and post responses and provide the

answer to one of the questions posted in the discussion board. If possible, find a scholarly source to ensure that you have a chance at the most amount of points.

Saturday, 11:59 pm: Post to Week 3 Discussion Board, Saturday, 11:59 pm; Asking Helpful Questions Week 3

Week 4: Wed/Sat, Feb 11/14

Children's Literature: A Very Short Introduction (all)

A Little Pretty Pocket-Book, Intended for the Amusement of Little Master Tommy and Pretty Miss Polly with Two Letters from Jack the Giant Killer (1744) (located in doc sharing)

Goody Two-Shoes: A Facsimile Reproduction of the Edition of 1766 located at <http://goo.gl/GM4640>

Wednesday, 11:59 pm: Return to Week 3 Discussion Board and provide the answer to one of the questions posted in the discussion board. If possible, find a scholarly source to ensure that you have a chance at the most amount of points.

Saturday, 11:59 pm: Post to Week 4 Discussion Board, Saturday, 11:59 pm; Asking Helpful Questions Week 4

Week 5: Wed/Sat, Feb 18/21

- *Caddie Woodlawn* (1935)
- Locate "Becoming a 'Red-blooded' American: White Tomboyism and American Indian Tribalism in *Caddie Woodlawn*"
- **Wednesday**, 11:59 pm: Return to Week 4 Discussion Board and provide the answer to one of the questions posted in the discussion board. If possible, find a scholarly source to ensure that you have a chance at the most amount of points.
- **Saturday**, 11:59 pm: Upload Assignment to Identifying Paper Topics 1; also post it to discussion board

Week 6: Wed/Sat, Feb 25/28

- *Johnny Tremain* (1943)
- Locate and Read "American Adam, American Cain: *Johnny Tremain*, *Octavian Nothing*, and the Fantasy of American Exceptionalism"
- **Wednesday**, 11:59 pm: Return to Week 5 Discussion Board and provide helpful suggestions regarding one person's paper topic. If possible, find a scholarly source to ensure that you have a chance at the most amount of points.

- **Saturday**, 11:59 pm: Post to Week 6 Discussion Board, Saturday, 11:59 pm; Asking Helpful Questions Week 6

Week 7: March 4/7

- *Witch of Blackbird Pond* (1958)
- Locate and read “Where the ‘Bad’ Girls Are (Contained): Representations of the 1950s Female Juvenile Delinquent in Children's Literature and *Ladies' Home Journal*
- **Wednesday**, 11:59 pm: Return to Week 6 Discussion Board and provide the answer to one of the questions posted in the discussion board. If possible, find a scholarly source to ensure that you have a chance at the most amount of points.
- **Saturday**, 11:59 pm: Post to Week 7 Discussion Board, Saturday, 11:59 pm; Asking Helpful Questions Week 7

Week 8: Wed/Sat, March 11/14

- *Wrinkle in Time* (1962)
- Article TBA
- **Wednesday**, 11:59 pm: Return to Week 7 Discussion Board and provide the answer to one of the questions posted in the discussion board. If possible, find a scholarly source to ensure that you have a chance at the most amount of points.
- **Saturday**, 11:59 pm: Upload Assignment to Identifying Paper Topics 2 Dropbox; also post it to discussion board

SPRING BREAK!!

Week 9, Wed/Sat, March 25/28

- *Souder* (1969)
- Article TBA
- **Wednesday**, 11:59 pm: Return to Week 8 Discussion Board and provide helpful suggestions regarding one person's paper topic
- **Saturday**, 11:59 pm: Post to Week 9 Discussion Board, Asking Helpful Questions Week 9

Week 10: Wed/Sat, April 1/4

- *Dacey's Song* (1982)
- Article TBA
- **Wednesday**, 11:59 pm: Return to Week 9 Discussion Board and provide the answer to one of the questions posted in the discussion board. If possible, find a scholarly source to ensure that you have a chance at the most amount of points.
- **Saturday**, 11:59 pm: Post to Week 10 Discussion Board, Asking Helpful Questions Week 10

Week 11, Wed/Sat April 8/11

- *Maniac Magee* (1990)
- Article TBA
- **Wednesday**, 11:59 pm: Return to Week 10 Discussion Board and provide the answer to one of the questions posted in the discussion board. If possible, find a scholarly source to ensure that you have a chance at the most amount of points.
- **Saturday**, 11:59 pm: Identify your topic and include a bibliography (discussion board & dropbox)

Week 12: Wed/Sat, April 15/17

- *Roll of Thunder, Hear My Cry* (1998)
- Article TBA
- **Wednesday**, 11:59 pm: Return to Week 11 Discussion Board and provide ideas for at least 1 of the posts.
- **Saturday**, 11:59 pm: Post to Week 12 Discussion Board, Asking Helpful Questions
Week 12

Week 13, Wed/Sat, April 22/24

- *Keeper of the Isis Light* (1980)
- Article TBA
- **Wednesday**, 11:59 pm: Return to Week 2 Discussion Board and provide the answer to one of the questions posted in the discussion board. If possible, find a scholarly source to ensure that you have a chance at the most amount of points.
- **Saturday**, 11:59 pm: Post to Week 13 Discussion Board; Asking Helpful Questions
Week 13

Week 14, Wed, April 29

- *Eva* (1988)
- Article TBA
- **Wednesday**, 11:59 pm: Return to Week 13 Discussion Board and provide the answer to one of the questions posted in the discussion board. If possible, find a scholarly source to ensure that you have a chance at the most amount of points.

Week 15

- Work on final project

Finals Week: Final project due on **Thursday of finals week, May 14**, 11:59 pm. Because I'm asking you to hand this the last day of finals week, I won't be able to comment on papers until after I have turned in grades.