

**DEPARTMENT OF MODERN LANGUAGES
AND CULTURAL STUDIES**

<https://uofa.ualberta.ca/modern-languages-and-cultural-studies>

**2015-2016 SCAND 399 B4: Scandinavian Children's Literature (Directed Reading)
(Winter Term)**

Time: TR 2:00-3:20

Place: Arts 316-D

Instructor: Dr Natalie Van Deusen

E-mail: vandeuse@ualberta.ca

Office: Arts 316-D

Office Hours: TR 10:00am-11:00am or by appt.

Telephone: (no office phones)

Fax: 780-492-9106

Course Prerequisite: None

Course-based Ethics Approval in place regarding all research projects that involve human testing, questionnaires, etc.?

Yes No, not needed, no such projects approved

Community Service Learning component

Required Optional None

Past or Representative Evaluative Course Material Available

Exam registry – Students' Union

<http://www.su.ualberta.ca/services/infolink/exams>

See explanations below

Document distributed in class

Other (please specify)

NA

Additional mandatory Instructional fees (approved by Board of Governors)

Yes No

Course Description and Objectives:

This directed reading course offers the opportunity to study the narrative and pictorial tradition of Scandinavian children's literature from the 17th century to the present. The stories and picture books will be discussed in their historical, pedagogical, and social contexts, from the pre-WWII focus on moral and religious themes to the 20th and 21st centuries' focus on the child as an individual needing to adapt to an increasingly diverse and multicultural society. The emphasis of the course will be on analysis and interpretation of texts and pictures in their esthetic, political and social contexts. Recent picture books will be analyzed in terms of their pictorial-narrative techniques, themes,

and how they reflect the child's position in society with regard to ethnicity, gender, and power constellations.

By the end of the course, students will be able to

1. understand and discuss the structures and changing conventions of children's literature in Scandinavia in their historical, pedagogical and social contexts.
2. approach children's literature with a critical/analytical eye towards environmental, gender, ethnicity and power issues.
3. demonstrate skills in interpreting, writing about, and presenting children's literature.

Texts: (available at University of Alberta Bookstore)

- *The Kalevala.*
- Hans Christian Andersen. *The Complete Fairy Tales and Stories.*
- Selma Lagerlöf. *The Wonderful Travels of Nils*
- Astrid Lindgren. *Pippi Longstocking.*
- Astrid Lindgren. *Ronia, the Robber's Daughter.*
- Tove Jansson. *Tales from the Moomin Valley.*
- Maria Gripe. *The Glassblower's Children.*
- Additional readings provided by instructor (as noted in daily schedule)

Grade Distribution (see "Explanatory Notes"):

Weekly responses	25%
Midterm exam (Feb. 23)	20%
Final project	25%
Take-home final exam (due April 22)	30%

Date of Deferred Final Exam: N/A

Explanatory notes on Assignments:

Weekly responses

This directed reading requires weekly responses to be e-mailed to the instructor. Your response (a half page to one page in length--that is, approximately 250-500 words--once a week) should be posted to our class discussion board before our **Thursday** class meeting by **no later than 9:30 a.m.** Late submissions will not be given credit.

Topics for responses will be suggested; you may focus on one of these issues or choose to write on another topic of interest to you if you wish. A good weekly response will do the following:

- mention at least one specific passage from the week's reading that you would like to discuss
- critically analyze the passage (your comment should not just summarize its content or make vague noises about its "importance")
- relate the week's reading to other readings or discussions in the course
- be made in a timely fashion

- be grammatically correct and proofread

Responses will be assigned a letter grade, based on the descriptions outlined in the syllabus.

Final Project

Writing/producing a short children's story (either an original story or reworking a traditional fable or fairytale) making use of the narrative techniques and themes discussed in class.

Take-home Final Exam

Two 1000-word reflection essays (with prompts), due on or before 5:00p on April 22. The focus will be the treatment of a single issue (e.g. childhood, eco-criticism, individualism) in multiple works.

Required Notes:

“Policy about course outlines can be found in Section 23.4(2) of the University calendar.”

Academic Integrity:

“The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at <http://www.governance.ualberta.ca/en/CodesofConductandResidenceCommunityStandards/CodeofStudentBehaviour.aspx>) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.”

Learning and Working Environment:

The Faculty of Arts is committed to ensuring all students; faculty and staff are able to study and work in an environment safe and free of discrimination and harassment. It does not tolerate behaviour that undermines that environment. The Department urges anyone who feels this policy has been or is being violated to:

- Discuss the matter with the person whose behaviour is causing concern; or
- If that discussion is unsatisfactory, or there is concern that the discussion is inappropriate or threatening, discuss it with the Chair of the Department.

For additional advice or assistance regarding this policy you may contact the student ombudservice (<http://www.ombudservice.ualberta.ca/>).

Information about the University of Alberta Discrimination and Harassment Policy and Procedures is described in UAPPOL at <https://policiesonline.ualberta.ca/PoliciesProcedures/Pages/DispPol.aspx?PID=110> .

Academic Honesty:

All students should consult the information provided by the [Office of Judicial Affairs](#)

regarding avoiding cheating and plagiarism in particular and academic dishonesty in general (see the [Academic Integrity Undergraduate Handbook](#) and [Information for Students](#)). If in doubt about what is permitted in this class, ask the instructor.

Students involved in language courses and translation courses should be aware that on-line “translation engines” produce very dubious and unreliable “translations.” **Students in languages courses** should be aware that, while seeking the advice of native or expert speakers is often helpful, **excessive editorial and creative help** in assignments is considered a form of “cheating” that violates the code of student conduct with dire consequences.

An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. See the [Academic Discipline Process](#).

Recording of Lectures:

Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Recorded material is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

Attendance, Absences, and Missed Grade Components:

Regular attendance is essential for optimal performance in any course. In cases of potentially excusable absences due to illness or domestic affliction, notify your instructor by e-mail within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult sections 23.3(1) and 23.5.6 of the University Calendar. Be aware that unexcused absences will result in partial or total loss of the grade for the “attendance and participation” component(s) of a course, as well as for any assignments that are not handed-in or completed as a result.

Policy for Late Assignments:

Students who consult in advance with an instructor regarding contingencies preventing the timely completion of an assignment may, at the discretion of the instructor, be granted an extension. Otherwise, assignments may be handed in with a 2%-per-class-day penalty assessed for each subsequent class-day of lateness.

Student Accessibility Services:

If you have special needs that could affect your performance in this class, please let me know during the first week of the term so that appropriate arrangements can be made. If you are not already registered with Specialized Support & Disability Services, contact their office immediately (2-800 SUB; Email sasrec@ualberta.ca; Email; phone 780-492-3381; WEB www.sds.ualberta.ca).

Grading:

Marks for assignments, tests, and exams are given in percentages, to which letter grades are also assigned, according to the table below (“**MLCS Undergraduate Grading Scale**”). The percentage mark resulting from the entire term work and examination then produces the final letter grade for the course.

“MLCS Undergraduate Grading Scale”

Letter	%	Pts	Descriptor
A+	95-100%	4.0	Excellent: Superior performance showing understanding and knowledge of the subject matter far exceeding expectations.
A	90-94%	4.0	Excellent: Superior performance showing comprehensive understanding of subject matter.
A-	86-89%	3.7	Excellent: Clearly above average performance with complete knowledge of subject matter.
B+	82-85%	3.3	Good
B	75-81%	3.0	Good: average performance with knowledge of subject matter generally complete.
B-	70-74%	2.7	Good
C+	66-69%	2.3	Satisfactory: Basic understanding of the subject matter
C	61-65%	2.0	Satisfactory
C-	58-60%	1.7	Satisfactory
D+	55-57%	1.3	Poor: Marginal performance; generally insufficient preparation for subsequent courses in the subject matter.
D	50-54%	1.0	Minimal Pass: Marginal performance; generally insufficient preparation for subsequent courses in the subject matter.
F	0-49%	0.0	Failure: Unsatisfactory performance or failure to meet course requirements.

Note: Bursaries of \$150.00 will be provided by the Norwegian service club *Sons of Norway-Torskeklubben* to students who have successfully completed a Scandinavian course (incl. SCAND 399) with a minimum grade of B-.

Course Schedule

Weekly Schedule of Topics and Readings

The list below presents weekly topics, questions to ponder related to those topics, readings for each day, and dates for response papers and the presentation. Any necessary changes to this schedule will be communicated to you either in class or by e-mail. You are responsible to know this schedule well, and refer to it often.

Week 1

Jan 5 Course Introduction; History: Locke, Rousseau; Charles Perrault, the Brothers Grimm;
Early Fables, Moral Examples, and Legends, Urban Legends

Jan 7 NO CLASS (instructor at MLA conference).
Write a two-page (500-word) response paper about your favourite children's book

Week 2

Jan 12 Folk and Fairy Tales: characters, plots, functions
Norwegian stories and tales
Icelandic stories and tales

Jan 14 Swedish stories and tales
Danish stories and tales

Week 3

Jan 19 The Authored Tale: H.C. Andersen
Read: "The Traveling Companion," "The Wild Swans," "Clod Hans,"
"What Father Does is Always Right," "Little Claus and Big Claus."

Jan 21 The Authored Tale: H.C. Andersen
Read: "The Princess on the Pea," "The Little Mermaid," "The Emperor's New Clothes," "The Nightingale," "The Ugly Duckling," "The Snow Queen."

Week 4

Jan 26 View Disney version of *The Little Mermaid* (in class), and write two-page (500-word) analysis, due January 28.

Jan 28 The Finnish Oral Tradition: *Kalevala*

Week 5

Feb 2

Selma Lagerlöf: *The Wonderful Travels of Nils*;
Eco-criticism; what does it mean to be a human being?
Group discussion

Feb 4

Lagerlöf, *The Wonderful Travels of Nils*, continued

Week 6

Feb 9

Lagerlöf, *The Wonderful Travels of Nils*, continued

Feb 11

Childhood Memoirs in Iceland: Sigurbjörn Sveinsson and Jón Sveinsson;
Icelandic Picture Books: *The Story of Dimmalimm*;
Midterm Review

Week 7

Feb 16 & 18

READING WEEK—NO CLASS

Week 8

Feb 23

Midterm Exam

Feb 25

Post-WWII Children's Literature: The child as individual
Astrid Lindgren and *Pippi Longstocking*

Week 9

March 1

Lindgren, *Pippi Longstocking*, continued

March 3

Pippi Longstocking film

Week 10

March 8

Astrid Lindgren: *Ronia, the Robber's Daughter*
INTRO TO GROUP PROJECTS

March 10

Lindgren: *Ronia*, continued

Week 11

March 15

Maria Gripe: *The Glassblower's Children*; critique of commercialism in
children's culture and adult self-absorption

March 17

Gripe: *The Glassblower's Children*, continued

Week 12

March 22

Tove Jansson: *Tales from the Moomin Valley*:
“The Filliyonk Who Believed in Disasters,” “The Last Dragon in the
World,” “The Hemulen Who Loved Silence,” “The Invisible Child,”
“Cedric,” “The Fir tree.”

March 24

Tove Jansson: *Who Will Comfort Toffle? A Tale of Moomin Valley*

Week 13

March 29

Tales from Moomin Valley, TV episodes

March 31

Presentations of Final Project

Week 14

April 5-7

Concluding discussions

**TAKE-HOME FINAL (two 1000-word reflection essays, with prompts) due on or before
5:00p on April 22**