

**DEPARTMENT OF MODERN LANGUAGES  
AND CULTURAL STUDIES**

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

**2017-2018 SCAND 326**

*[95248, B1: Scandinavian Children's Literature]*

(Winter Term)

Instructor: Dr. John F. Eason III  
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Time: TR 2:00PM-3:20PM  
Place: HC 2 41  
Office Hours: MW 2:00PM-3:00PM or by apt.

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**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/exam/>
- 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 course offers the opportunity to study the narrative and pictorial tradition of Scandinavian children's literature from the 17<sup>th</sup> 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 20<sup>th</sup> and 21<sup>st</sup> centuries' focus on the child as an individual needing to adapt to an increasingly diverse and multicultural society. The emphasis of this course will be on analysis and interpretations 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 on eClass (as noted in daily schedule)

### ***Grade Distribution (see "Explanatory Notes"):***

Participation	15%
Weekly Response Paragraphs	15%
Midterm exam	25%
Group project	20%
Take-home final exam	25%

### ***Date of Deferred Final Exam (if applicable):***

*Recommended; please consult the following site:*

[http://calendar.ualberta.ca/content.php?catoid=6&navoid=806#Examinations\\_\(Exams\)](http://calendar.ualberta.ca/content.php?catoid=6&navoid=806#Examinations_(Exams))

### ***Explanatory Notes on Assignments:***

#### **Participation and in-class assignments**

The course utilizes a combination of lecture and discussion, and requires your presence and active participation at each class meeting. It is expected that you will show through class discussion and small group work in class that you have read the material, given careful thought to the meaning of the readings, and prepared responses to study questions. Each individual contribution is important to learning in the class. Your daily participation grade is based on the degree to which you:

- Attend class regularly and arrive at class on time;
- Are engaged and focused during lectures, group work and class discussion;
- Demonstrate you have read the material through your contribution of well-informed and reflective interpretations, comments and questions in class;
- Show respect for your classmates' contributions to class;
- Take responsibility to ask for clarification or further discussion of an assignment when necessary;

NOTE: More than **two** absences during the semester for other than emergencies will result in a reduction in your final grade by a half letter grade for each additional absence above two.

### ***Weekly Response Paragraphs:***

One response paragraph per work (on avg. one per week) will be required. The purpose of these response paragraphs is two-fold: firstly, it lets me know you've done the reading and that you've thought about it; secondly, it will help foster class discussion. You are to type out these responses, print them out and bring to class. I will collect them at the end of class. I also will let you know in advance when the readings are due, and in some cases, for longer works in particular, you will not need to have read the entire work. These responses will receive a letter grade based on how much I feel you have thought about the reading. No makeups or electronic versions will be accepted. Only printed response paragraphs will be accepted, and I must receive them by the end of class on the day they are due.

### ***Midterm exam:***

The midterm will consist of multiple choice and essay questions. The midterm will take place the Tues. after Reading Week on Feb 27 during regular class time. A midterm overview focusing on essay responses will be provided the week before Reading Week.

### ***Group 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 5:00PM on April 23. 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 the [Evaluation Procedures and Grading System](#) 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 [www.governance.ualberta.ca](http://www.governance.ualberta.ca)) and avoid any behaviour that 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 that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment. The Department urges anyone who feels that this policy 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 direct 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 [Office of the Student Ombuds](#). Information about the [University of Alberta Discrimination and Harassment Policy and Procedures](#) is described in [UAPPOL](#).

***Academic Honesty:***

**All students** should consult the information provided by the [Student Conduct & Accountability Office](#) 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, digital or otherwise, 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. Student or instructor content, digital or otherwise, created and/or used within the context of the course 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 [Attendance](#) and [Examinations](#) 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.

**In this course**, attendance and participation are required and will be monitored by a daily attendance sheet.

**Out of respect for the instructor and other students wanting to learn, texting and other cell phone use, as well as the use of laptops for purposes other than notetaking, are not allowed in the classroom.**

***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 [Student Accessibility Services](#), contact their office immediately (1-80 SUB; Email [sasrec@ualberta.ca](mailto:sasrec@ualberta.ca); Email; phone 780-492-3381).

***Grading:***

Assessment of the individual course components may be in the form of numerical marks or letter grades. The final letter grade will be based on "a combination of absolute achievement and relative performance in a class" (University Calendar, [Evaluation Procedures and Grading System](#)). The University Grading Procedure mandates that "a student's level of achievement of

the goals/outcomes of a course, their grade, and the descriptor of that grade must be aligned" (<https://policiesonline.ualberta.ca/>). The following guidelines have been adopted by the Department of Modern Languages and Cultural Studies:

**“MLCS Undergraduate Grading Scale”**

Descriptor	Letter Grade	Grade Point Value	%
<b>Excellent.</b> A+, A or A- is earned by work which is superior in content and form and demonstrates an exceptional grasp of the subject matter. The grade of A+ designates work that far exceeds course expectations. Grades in the A range are normally achieved by a small number of students.	<b>A+</b>	4.0	<b>97-100</b>
	<b>A</b>	4.0	<b>93-96</b>
	<b>A-</b>	3.7	<b>90-92</b>
<b>Good.</b> B+, B or B- is earned by work that demonstrates a thorough comprehension of the course material and a good command of relevant skills. Grades in the B range are normally achieved by the largest number of students.	<b>B+</b>	3.3	<b>87-89</b>
	<b>B</b>	3.0	<b>83-86</b>
	<b>B-</b>	2.7	<b>80-82</b>
<b>Satisfactory.</b> C+, C or C- is earned by work that demonstrates an adequate grasp of the course material and relevant skills. Grades in the C range designate work that has met the basic requirements of the course.	<b>C+</b>	2.3	<b>77-79</b>
	<b>C</b>	2.0	<b>73-76</b>
	<b>C-</b>	1.7	<b>70-72</b>
<b>Poor/Minimal Pass.</b> D+ or D is earned by work that demonstrates minimal familiarity with the course material. Grades in the D range generally indicate insufficient preparation for subsequent courses in the subject matter.	<b>D+</b>	1.3	<b>65-69</b>
	<b>D</b>	1.0	<b>60-64</b>
<b>Failure.</b>	<b>F</b>	0.0	<b>0-59</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 either in class or by e-mail, and will be updated on eClass. You are responsible to know this schedule well, and refer to it often.

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#### Week 1:

Jan 9 (Tues.)      Course Introduction; History: Locke, Rousseau;  
Charles Perrault, the Brothers Grimm;  
Early Fables, Moral Examples, and Legends, Urban Legends

Jan 11 (Thurs.)      Folk and Fairy Tales: characters, plots, functions  
Norwegian stories and tales  
(Read selection on eClass)  
Group analysis/discussions

#### Week 2:

Jan 16 (Tues.)      Swedish stories and tales  
Danish stories and tales  
(Read selection on eClass)  
Group analysis/discussions

Jan 18 (Thurs.)      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.”  
Group analysis/discussions

#### Week 3:

Jan 23 (Tues.)      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.”  
Group analysis/discussions

Jan 25 (Thurs.)      View Disney version of *The Little Mermaid* (in class), and  
type out and print two-page (500-word) analysis, due January 30  
(Tues.).

Week 4:

Jan 30 (Tues.) The Finnish Oral Tradition: Kalevala

Feb 1 (Thurs.) Selma Lagerlöf: *The Wonderful Travels of Nils*;  
Eco-criticism; what does it mean to be a human being?  
Group discussion

Week 5:

Feb 6 (Tues.) Lagerlöf, *The Wonderful Travels of Nils*, continued

Feb 8 (Thurs.) Lagerlöf, *The Wonderful Travels of Nils*, continued

Week 6:

Feb 13 (Tues.) Various animated shorts of *The Wonderful Travels of Nils*

Feb. 15 (Thurs.) Childhood Memoirs in Iceland: Sigurbjörn Sveinsson and Jón Sveinsson (eClass); Icelandic Picture Books: *The Story of Dimmalimm* (eClass);  
Midterm Review

Week 7:

Feb 20 & 22 READING WEEK-NO CLASS

Week 8:

Feb 27 (Tues.) Midterm Exam

March 1 (Thurs.) Post-WWII Children's Literature: The child as individual  
Astrid Lindgren and *Pippi Longstocking*

Week 9:

March 6 (Tues.) Lindgren, *Pippi Longstocking*, continued

March 8 (Thurs.) *Pippi Longstocking* film

Week 10:

March 13 (Tues.) Astrid Lindgren: *Ronia, the Robber's Daughter*  
INTRO TO GROUP PROJECTS

March 15 (Thurs.) Lindgren: *Ronia*, continued



Week 11:

March 20 (Tues.) Maria Gripe: *The Glassblower's Children*; critique of commercialism in children's culture and adult self-absorption

March 22 (Thurs.) Gripe: *The Glassblower's Children*, continued

Week 12:

March 27 (Tues.) 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 29 (Thurs.) Tove Jansson: *Who Will Comfort Toffle? A Tale of Moomin Valley*

Week 13:

April 3 (Tues.) *Tales from Moomin Valley*, TV episodes

April 5 (Thurs.) Presentations of Group Projects

Week 14:

April 10 (Tues.) Presentations of Group Projects

April 12 (Thurs.) Presentations of Group Projects

**TAKE-HOME FINAL (two 1000-word reflection essays, with prompts) due on or before 5:00PM on April 23.**