

SYLLABUS
SYMBOLS AND ARCHETYPES IN CHILDREN'S LITERATURE
CROSS CULTURAL STUDIES (for graduate students)
FALL, 2008
ENG 470 (undergraduates) SLN 74094
ENG 504 (graduates) Cross Cultural Studies, SLN 74117

Course Instructor: Dr. Alleen Pace Nilsen **Room:** LL 145 **Time:** 10:30 to 11:45 T/TH
Office: LL 215 alleen.nilsen@asu.edu phone 480 965-9577

Nilsen Office Hours: TTH: 9:00 to 10:30 and by appointment. On days that I am not supervising student teachers I will also be in my office on MWF mornings.

Class Texts: Common Reading—Come ready to discuss these in class

Boys and Girls Forever: Children's Classics from Cinderella to Harry Potter by
 Alison Lurie. Penguin paperback, 2003.

Alice in Wonderland by Lewis Carroll.—any edition or a library copy

The Secret Garden by Frances Hodgson Burnett—any edition or a library copy

A *Lemony Snicket* book -- I have some that I can start loaning out or you can buy one or find one at a library.

A *Harry Potter* book. – I have a couple of them I can loan out or you can buy one or find one at a library.

A photocopied packet, available at Alternative Copy Shop, 715 S. Forest, Tempe

Additional reading of 15 books for young readers (ages 4-14) which you might already have or which you can check out from either Hayden or community libraries. I will bring some books to class for you to borrow. Read three picture books to count as one regular book. Also if you read a book of over 300 pages (e.g. *Watership Down* or an extra *Harry Potter* book, etc.) you can count it as two.

You will probably want to keep notes of some kind on each book. I will ask you to turn in a list before the midterm and the final so that I can choose one or two books from your list on which I will ask you a specific question. Also, when it seems appropriate, try to bring the books you read to class to talk about with your classmates. One of our goals is to get acquainted with many more books than any one student could read during the semester. The packet will provide suggestions for reading in connection with each archetype; however, you are free to search for relevant books outside of these lists or even to devise an archetype other than the ones outlined here.

Grading: I will grade on a modified curve (separate for undergraduates and graduates) meaning that in a general way you will compete with each other. However, I will have a lopsided curve leaning more to A's and B's than to C's and D's. Also, I will draw the lines where there are breaks in the scores. I will use the following point system.

- Your paper---more information to follow---in which you explore one of the basic archetypes and illustrate it with several examples. 25 pts.
- Midterm and final exams (short essays and fill-in-the blanks) to be given Thur. Oct. 16 and **Tuesday, December 16, 9:50 - 11:40 a.m.** 40 pts.
- **Attendance: You will start with 10 points for attendance.** I will deduct one point for each absence. I do not have excused absences; however, I will suggest "extra" literary events that you can attend to make up for missing a class or to earn an extra credit point. All you have to do is attend and send me an e-mail or write a small card telling me what you attended and one thing you learned. 10 pts.

Undergraduates: A panel presentation. I will bring sign-up sheets. 10 pts.

Graduate students: For your cross-cultural studies, work in partners with another graduate student, studying a particular ethnic group, country or culture. The two of you will be given half of one class period to teach the rest of us something about how the archetypes we are studying (or other archetypes) are portrayed in that culture. You may use what you learn as the basis for your term paper, but you are also free to choose another topic. 10 pts.

Final oral presentation based on your handout, your preparation, the timing (5 to 6 minutes), and how effectively you communicate. 5 pts.

Please note this statement that we were asked to include re. Academic Dishonesty

In the “Student Academic Integrity Policy” manual, ASU defines “Plagiarism” [as] using another's words, ideas, materials or work without properly acknowledging and documenting the source. Students are responsible for knowing the rules governing the use of another's work or materials and for acknowledging and documenting the source appropriately.” You can find this definition at: http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm#definitions

Academic dishonesty, including inappropriate collaboration, will not be tolerated. There are severe sanctions for cheating, plagiarizing and any other form of dishonesty.

TENTATIVE SCHEDULE

Please read the assigned material BEFORE the listed class period.

August:

Tues. 26: Getting acquainted with each other and with the course and the concept of archetypes.
I will bring picture books to class to use as an introductory lesson

Thurs. 28: Read introductory material in the packet through p. 8. Video: *Gene Deitch: The Picture Book Animated* Lurie: Foreword and “Louder than Words,” pp. 159-170

September

Tues. 2: Packet “Symbols and Symbolism” pp. 9-18. Bring an animal fantasy that you have read. Find five examples of symbolism in it and be ready to share the best example with the class

Thurs. 4: I will present literature from Afghanistan as an example of a cross-cultural lesson.

Tues. 9: Packet: Read first half of George MacDonald’s “The Golden Key,” pp. 24-30.

Thurs. 11: **First graduate student sharing/teaching**

Read second half of MacDonald’s “The Golden Key” pp. 31-36 and come ready to discuss it.

Tues. 16: PANEL #1: THE JOURNEY You can talk about the concept and individual examples.

Thurs: 18 Lurie, “The Oddness of Oz” pp. 25-46

Tues. 23: Packet: The Seeker including E. Nesbit’s “The Deliverers of Their Country” pp. 40-47

PANEL #2: THE SEEKER You each tell us about A Seeker, and in general get us started thinking about this archetype.

Thurs. 25: **Second graduate student sharing/teaching**

Tues. 30: Lurie: Little Women and Big Girls, pp. 13-24
Third graduate student sharing/teaching

October

Thurs. 2: Lemony Snicket Day – Come ready to discuss the Lemony Snicket book you read

Tues. 7: Packet Junex vs. Senex, pp. 51-54

PANEL #3 JUNEX VS. SENEX Help us start thinking about conflicts between young and old.

Everyone read first third of *The Secret Garden*

Thurs. 9: Packet: The Orphan, pp. 57-58, discussion of *The Higher Power of Lucky* by Susan Patron

Lurie: Enchanted Forests and Secret Gardens pp. 171-187

Read second third of *The Secret Garden*

Fourth graduate student sharing/teaching

Tues. 14: Packet: The Caregiver pp. 60-63

Complete reading of *The Secret Garden*. Come ready to discuss it.

Thurs. 16: **Midterm Exam**

Tues. 21: Lurie: Poetry By and For Children pp. 149-158

Packet: The Friend and Lover pp. 66-67

Thurs. 23: PANEL #4 FRIENDS AND LOVERS

Packet: The Innocent Fool pp. 70-73

Lurie: Boys and Girls Come Out to Play pp. 139-148

Packet: The Wise Fool or Trickster including “The Wanderings of Ulysses” and “Hermes...” pp. 75-81.

Tues. 28: Lurie: Dr. Seuss Comes Back pp. 91-104

Packet: The Magician and The Creator including “The Magic Fish Bone” pp. 85-91.

Fifth graduate student sharing/teaching

Thurs. 30: Packet: Warriors: Heroes, Villains, Destroyers pp. 93-94

Lurie: Haroun and the Sea of Stories pp. 105-112

November

Tues. 4: Harry Potter Day--We will divide into the four Hogwarts houses and each house will have a pre-event responsibility as well as being responsible for 10 min. of entertainment during the event.

Read a Harry Potter book and Lurie’s “The Perils of Harry Potter” pp. 112-125 before class.

Thurs. 6: Packet: Rulers and Sages pp. 96-103

Lurie: What Fairy Tales Tell Us pp. 125-128

Tues. 11 Veterans Day -- no class

Thurs. 13: *Alice in Wonderland*: Chapters 1, 2, 3, and 4

Tues. 18: *Alice in Wonderland*: Chapters 5, 6, 7, and 8

Tues. 14: *Alice in Wonderland*: Chapters 9, 10, 11, and 12

Thurs. 20: No Class—I will give you an alternate assignment

Tues. 25: PANEL #5 Present Carroll’s *Through the Looking Glass* so we will feel like we have all read it, even though “not personally”

Thurs. 27: Thanksgiving Holiday**December: Student sharing of final papers – approx. five or six minutes each--**

Tues. 2: Choose to share the part your fellow students will find most interesting. Bring a one-page handout. First third (alphabetically speaking)

Thurs. 4: Middle third (alphabetically speaking) present their papers

Tues. 9: **Last class day:** Last third (alphabetically speaking) present their papers

Final Exam is on Tuesday, December 16, 9:50 - 11:40 a.m.

IDEAS FOR YOUR PAPER

You are welcome to come up with something more original, but check with me to be sure it's acceptable.

- Read several books by one author and do a paper on the most common symbols or the most common archetypes in that author's work. Authors whose books are rich enough to support such analysis include Gary Paulsen, William Steig, Dr. Seuss, Sid Fleischman, Virginia Hamilton, Jane Yolen, Bruce Brooks, Robin McKinley, Jacqueline Woodson, E. L. Konigsburg, Karen Cushman, Cynthia Rylant, Avi, Ursula K. Le Guin, Philip Pullman, Nancy Farmer, Robert Cormier.
- You may do something similar to what the graduate students are doing in choosing a genre such as American Indian stories about tricksters, Greek or Norse myths, or a particular collection of fairy tales. As part of your analysis, you could compare them to real-life modern events as seen in the news.
- Work with some of the prize-winning biographies that have recently been written such as Russell Freedman's *Lincoln: A Photobiography* and *Eleanor Roosevelt: A Life of Discovery* and trace how these true stories show archetypal patterns running through people's lives.
- Choose one of the archetypes we study---or perhaps come up with a different one such as **The Innocent** or **The Human in Fur** (anthropomorphic animals) and find that archetype in the writing of several different authors. Describe how the authors develop the archetype and compare and contrast their results.

HINTS FOR GOOD PANEL PRESENTATIONS

- We will take time to meet in class after you've all signed up so you can start thinking about how to make your group presentation interesting. Choose one of you to be in charge, that is to act as a moderator and be sure that the time is divided equally so that everyone gets to participate.
- You are welcome to use some of the "Talking Points" from the packet and to report on individual books you have read, or to come up with something totally new and different. You will start the class off by presenting at least for 30-minutes and then when you're done, I will carry on. You'll see that it's more fun this way than if you had to listen to me lecture for the full 75 minutes all day/everyday.
- Our room has a PowerPoint projector and DVD player so you are welcome to use either modern or old-fashioned (posters, drawings, handouts, etc.) media.
- Remind me to excuse your group a few minutes early the day before you are scheduled so that you can check on who is doing what, etc.

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