

English 470.01: Victorian Children's Literature & Victorian Childhoods

Fall 221, Professor: Jan Susina

Class Meets: 2:00—3:15 p.m. Tuesdays & Thursdays.

Meeting Place: Stevenson 136A.

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Office Hours: Tuesday & Thursday: 12:30—1:30 pm. Office Hours will be held on Zoom.

Tentative Syllabus

Aug. 17: Introduction and Overview to the Course.

Aug. 19: Claudia Nelson's "Growing Up: Childhood," Susan Naramore Maher "Childhood," W. John Smith's "Children," Jill Shefrin's "Children's Literature" & Laura Navo's "Elementary Education" (pdf on website).

Aug. 24: Jack Zipes's *Victorian Fairy Tales*: Catherine Sinclair's "Uncle David's Nonsensical Story about Giants and Fairies," Alfred Crowquill's "Heinrich," Juliana Horatia Ewing's "The Ogre Courting," & John Ruskin's *The King of the Golden River* and Catherine Sinclair's "Preface to *Holiday House*" (pdf on website).
Assignment of Class Presentations and Books for Book Review.

Aug. 26: Edward Lear's *Complete Nonsense: A Book of Nonsense and More Nonsense*.

Aug. 31: Edward Lear's *Complete Nonsense: Nonsense Songs and Nonsense Alphabets*.

Sept. 2: Lewis Carroll's *Alice's Adventures in Wonderland* (chapters 1-6).
Lewis Carroll's *Alice's Adventures Under Ground*.

Sept. 7: Lewis Carroll *Alice's Adventures in Wonderland* (chapters 7-12)

Sept. 9: The Influence of Lewis Carroll's *Alice's Adventures in Wonderland*.
Jack Zipes's *Victorian Fairy Tales*: Edward Knatchbull-Hugessen's "Charlie Among the Elves," & Jean Ingelow's "The Princess's Dream," and Edward Knatchbull-Hugessen's "Ernest" (pdf on website).
Book Review Due (1,000 words).

Sept. 14: Charles Dickens's *Hard Times* (Book the First: Sowing).
Jack Zipes's *Victorian Fairy Tales*: George Cruikshank's "Cinderella" and Charles Dickens's "Fraud on the Fairies" & John Ruskin's "Fairy Stories" (pdf on website).

- Sept. 16: Charles Dickens's *Hard Times* (Book the Second: Reaping).
Oral Report: The Victorian Circus: _____.
- Sept. 21: Charles Dickens's *Hard Times* (Book the Third: Garnering).
Jack Zipes's *Victorian Fairy Tales*: Charles Dickens's "The Magic Fishbone."
- Sept. 23: Victorian Photographs of Children: Oscar Rejlander, Julia Margaret Cameron, Lewis Carroll, & Lady Clementina Hawarden.
Henry Mayhew's *London Labour and the London Poor*: "Children Street Sellers" (pdf on website).
Conference Proposal Due. (250-500 words) & Copy for the Conference Call.
- Sept. 28: Lewis Carroll's *Through the Looking-Glass* (chapters 1-6).
Jack Zipes's *Victorian Fairy Tales*: Lewis Carroll's "Bruno's Revenge."
- Sept. 30: Lewis Carroll's *Through the Looking-Glass*: (chapters 7-12).
Lewis Carroll's "'Alice' on Stage."
Oral Report: Lewis Carroll's *The Nursery "Alice"*: _____.
- Oct. 5: Late Victorian Fairy Tales. Jack Zipes's *Victorian Fairy Tales*: Mary de Morgan's "A Toy Princess," Mrs. Clifford's "Wooden Tony," Andrew Lang's "The Princess Nobody," Oscar Wilde's "The Happy Prince," Mary Molesworth's "The Story of a King's Daughter," and Kenneth Graham's "The Reluctant Dragon."
- Oct. 7: Christina Rossetti's *Sing Song*.
Oral Report: Christina Rossetti's "Goblin Market": _____.
- Oct. 12: Thomas Hughes's *Tom Brown's School Days*: (Preface & Part 1: chapters 1-6).
- Oct. 14: Thomas Hughes's *Tom Brown's School Days*: (Part 1: chapters 7-9 & Part 2: chapters 1-3).
Oral Report: Thomas Hughes and the Muscular Christianity: _____.
- Oct. 19: Thomas Hughes's *Tom Brown's School Days*: (Part 2: chapters 4-9).
- Oct 21: Francis Hodgson Burnett's *The Little Princess*: "The Whole of the Story" & (chapters 1-9).
Proposal for critical paper (250-500 word) Due.
- Oct. 26: Francis Hodgson Burnett's *The Little Princess*: (chapters 10-18).
- Oct. 28: Anna Sewell's *Black Beauty*: (Part 1: chapters 1-21 & Part 2: chapters 22-31)
Oral Report: The Horse in Victorian Culture: _____.

Nov 2: Anna Sewell's *Black Beauty*: (Part 3: chapters 32-45) & (Part 4: chapters 46-49).

Nov. 4: Beatrix Potter's *The Tale of Peter Rabbit*.

Oral Report: Helen Bannerman's *The Story of Little Black Sambo*: _____.

Nov. 9: Robert Louis Stevenson's *Treasure Island*: (chapters 1-15).

Nov. 11: Robert Louis Stevenson's *Treasure Island*: (chapters 16-34).

Nov. 16: J.M. Barrie's *Peter and Wendy*: (chapters 1-8).

Nov. 18: J.M. Barrie's *Peter and Wendy*: (chapters 9-17).

Critical Paper on Victorian Children's Literature (12-15 pages & 100-150 word abstract) Due.

Nov. 23: Thanksgiving Break: no class

Nov. 2: Thanksgiving Break: no class

Nov. 30: E. Nesbit's *Five Children and It*: (chapters 1-5).

Jack Zipes's *Victorian Fairy Tales*: Edith Nesbit's "The Last Dragon."

Dec 2: E. Nesbit's *Five Children and It*: (chapters 6-11).

Dec. 6-10: Final Exam (TBA). **Seven-Ten Minute Oral Presentations on Critical Papers.**

Required Texts:

Jack Zipes, ed. *Victorian Fairy Tales*. Routledge.

Charles Dickens. *Hard Times*, edited by Kate Flint. Penguin

Edward Lear. *Complete Nonsense*. Wordsworth Children.

Lewis Carroll. *Alice's Adventures in Wonderland & Through the Looking-Glass*, edited by Hugh Haughton. Penguin.

Christina Rossetti. *Sing-Song*. Dover.

Thomas Hughes. *Tom Brown's School Days*, edited by Andrew Sanders. Oxford World Classics.

Anna Sewell. *Black Beauty*. Puffin.

Robert Louis Stevenson *Treasure Island*. edited by John Seelye. Penguin.

J.M. Barrie. *Peter and Wendy*, edited by Jack Zipes. Penguin.

Francis Hodgson Burnett. *The Little Princess*, edited by U.C. Knoepfelmacher. Penguin.

Beatrix Potter. *The Tale of Peter Rabbit*. Warne.

E. Nesbit. *Five Children and It*. Puffin.

Recommended Text:

Modern Language Association. *MLA Handbook* Ninth edition. MLA.

Course Description:

The course will focus on the development of children's literature during the nineteenth century in Britain, a period that literary critics consider to be a "golden age of children's literature." This course will examine the cultural contexts for the growth of children's literature as a recognizable and significant form of literature during the Victorian period. The class will be examining the images of childhoods and children that are represented in Victorian texts written for children as well as some that were intended for adults. During the semester the class will read a variety of children's genres including literary fairy tales, fantasy, school stories, adventure tales, domestic fiction, animal stories, poetry, and picture books as well as some literary criticism on Victorian children's literature. The course will trace the changing nature of the Victorian concepts of childhood and how these children's texts reveal the period's assumptions about social class, gender roles, and race.

Course Format:

The course will be conducted as a seminar which means that students are expected to come to class for active discussion of the reading assignments during both face-to-face sessions and Zoom sessions. Each student will write a longer critical paper (12-15 pages) and (100-150 word) abstract of their critical paper. Critical papers will focus one of the Victorian texts read in common in the class. Prior to writing the critical paper, students will submit a proposal for their critical paper and well as a conference proposal. Students will give a 7–10-minute oral presentation on their critical paper. Students will write a book review of a critical text on Victorian children's literature selected from a list provided by the instructor. Throughout the semester, there will be several shorter written assignments related to the primary texts and critical readings. Students will be expected to attend class and contribute to the class discussion.

Class Attendance:

Class attendance is an important and valuable aspect of the course. If you aren't in class, you ought to have a good reason for your absence. As the class meets twice a week and you can't be two places at the same time, avoid scheduling other activities during class time. If you must miss a session, contact me before class by email or telephone, if possible. Since class participation will be evaluated as part of your responsibilities in this course, missing more than one class will lower your final grade one half a letter grade for each additional class sessions missed.

Critical Paper:

Each student will write a critical paper (12-15 pages) on some aspect Victorian children's literature that has been approved by the instructor. Students are encouraged to write on one of the texts that the class is reading in common or another one composed by one of the authors read in the class. Students will write a (250-500 word) proposal for their research topic, which needs to be reviewed and approved by the instructor. For the final exam, students will present a 7–10-minute presentation on their research paper and provide 100–150-word abstract of the research paper for every member of the class. Written work should conform to the format presented in the *MLA Handbook* for appropriate quotation and citation. Critical papers need a minimum of *six* secondary

sources in their Works Cited section. Only half of the secondary sources used in the Works Cited can be electronic sources. Students need to keep a copy of all their written work.

Course Format:

Sessions of this class will be held both face-to-face and online via Zoom. Students are required to attend and participate in both the face-to-face sessions as well as the Zoom sessions. Currently the requirement at ISU is that everyone—vaccinated or unvaccinated—must wear masks while indoors all public buildings. That means students need to wear a mask while in Stevenson Hall and during the class. Students who are not wearing masks will be asked to leave the class and return wearing a mask.

The class will be reading and discussing a variety of Victorian texts including novels, short stories, poetry, drama, and nonfiction. Students need to read/view the assignments prior to class and be prepared to discuss them in class. There will be a significant amount of reading that will be expected to be completed before each class session. Students will write two critical papers and take two exams. There will be a series of short homework assignments and reading quizzes given throughout the semester. Class participation will be factored into the final grade, which means that class attendance will be factored into the final grade.

Class Attendance:

Students are responsible for attending class & completing all academic work. Make arrangements in advance with the instructor if you need to miss a class session due to participation in a sanctioned university activity or to fulfill a religious obligation. Class attendance is important and is intended to be a valuable experience. If you must miss class, you should have a good reason for your absence. Since you can't be two places at the same time, avoid scheduling other activities during class time. Students are expected to participate in class discussion and a portion of the final grade will be based on class discussion and comments contributed to chat for Zoom sessions. If you know you are going to miss a class, you should email the instructor by 10 a.m. the day of the class you will miss. If you must miss class due to an extended illness (3 or more consecutive class days) or a bereavement, you should contact the Dean of Students at 309-438-2008 or visit their office in Room 387 of the Student Service Building.

Critical Paper:

Each student will write a 12–15-page critical paper on one of the Victorian texts read in common in the class. Students will write a short (250-500-word) proposal for their critical paper that needs to be approved by the instructor. Written work should conform to the format presented in the *MLA Handbook, 9th Edition* for appropriate quotation and citation. Critical papers need a minimum of **six** scholarly secondary sources in their Works Cited section. Written work submitted for this class needs to be your own and written specifically for this class.

Proposal for Critical Paper:

In preparation for writing your critical paper on one of the Victorian children's texts read in common by the class, students will write a short proposal for their longer research project. The proposal should be 250-500 words in length and include a Works Cited section including least **four** possible secondary sources. These sources should be annotated. The proposal needs to conform to the format provide in *The MLA Handbook*. *The MLA Handbook* shows how to cite material and how to create a Works Cited section. The proposal should have a working title, at description of the focus of your paper, and a Works Cites page with at least **four annotated** secondary sources.

List of Books for Scholarly Book Review:

Each student will write a 1,000-word academic book review from a list of scholarly books about Victorian children's literature provided by the instructor. Before selecting the book for your book review be sure that you have access to it and review the table of contents of several books to confirm the book will be on interest and helpful to your research.

Hannah Field. *Playing with the Book: Victorian Movable Picture Books and the Child*. 2019.

Victoria Ford Smith. *Between Generations: Collaborative Authorship in the Golden Age of Children's Literature*. 2017.

Claudia Nelson. *Precocious Children & Childish Adults: Age Inversion in Victorian Literature*. 2012.

Marah Gubar. *Artful Dodgers: Reconceiving the Golden Age of Children's Literature* 2009.

Stephen Prickett. *Victorian Fantasy*, 2nd edition. 2005.

Troy Boone. *Youth of Darkest England: Working-Class Children at the Heart of Victorian Empire*. 2005.

U.C. Knoepfelmacher. *Ventures into Childland. Victorians, Fairy Tales and Femininity*. 1998.

Humphrey Carpenter. *Secret Gardens: The Golden Age of Children's Literature from Alice in Wonderland to Winnie-the-Pooh*. 1985.

John Goldthwaite. *The Natural History of Make-Believe: A Guide to the Principal Works of Britain Europe and America*. 1996.

Conference Proposal:

Students will locate a conference paper call for an academic conference where they would be able to submit a proposal that deals Victorian children's literature. While conferences that focus on Children's Literature of Victorian Studies are obvious choices, students should also consider other possible conferences. Students will write conference proposal tailored for that conference (250-500 words). Students are not required submit the conference proposal. When turning in the conference proposal, students should also submit the paper call for the conference.

In-Class Oral Report:

Each student will give a class presentation on a topic linked to one of the class readings. The 15-minute presentation should include a Power Point presentation with between 5-10

slides. One of the slides should provide secondary sources on the topic. These presentations will be given on Zoom.

Class Assignments:

Throughout the semester, students will be asked to complete a series of short homework assignments linked to the reading and class discussion. A student missing a class in which an in-class assignment is given or a class when a homework assignment is due will be unable to turn in the assignment late. These assignments will be factored into your Class Assignment section of your final grade.

Communication/Netiquette:

Given that a portion of this course will be conducted online, students and the instructor need to use appropriate netiquette or internet etiquette. Students should interact in a positive, cooperative, and supportive manner, and display respect for the privacy and rights of others. For Zoom classes, students will need to have their video on, unless otherwise told. To preserve privacy, students are asked to have an appropriate virtual background screen. Students should dress appropriately for class: as you would for a typical face-to-face course. The following netiquette guidelines has been developed for ISU classes:

Keep questions & comments relevant to the topic. If another student posts a comment or question that is off topic, do not reply. The instructor will reply in private to the participant.

Be courteous & treat other students with respect, using the same standards of behavior online that would be appropriate in a face-to-face class discussion.

Be respectful & open to opinions & ideas that different from your own. Being deliberately hostile & insulting online or in person is not appropriate. When responding to messages or posts made by others address the ideas not the individual.

Communication should be conducted in Standard American English to ensure understanding among diverse participants. Avoid using slang terms or texting abbreviations. Avoid using all caps as it is interpreted as yelling.

Read all the messages in a thread before replying.

The instructor reserves the right to remove posts that are not collegial or fail to meet ISU netiquette guidelines.

Excused Students Absences Due to Communicable Disease:

If a student is required to be absent from class because of a required self-isolation or quarantine based on the directive of a public health official for a reason related to a communicable disease, the absence will be considered excused. Reasonable modifications/extensions will be offered for required work. For an absence to be excused the student must provide appropriate documentation of a required quarantine/self-isolation to the Student Health Services within 5 business days of the notification of the directive and arrange to complete missed classroom work as soon as possible. Students are responsible for material covered in class. It is the student's responsible to view the missed material. Students should contact the instructor if they are in such a situation.

Recording of Class Sessions:

Any recordings that the instructor makes are available for use only by students enrolled in the course. Recordings cannot be reproduced, shared with those not in the class, or uploaded to publicly accessible web environments. Do not independently record the course without written permission of the instructor. Students who violate this policy may be subject to legal sanction for violations or copyright law & disciplinary action under ISU's Code of Student Conduct.

Plagiarism/ Cheating:

Please review the Illinois State University policy in the *Graduate Catalog* under "Academic Integrity" (29-30) and sections dealing with plagiarism" in the *MLA Handbook, 9th Edition* (pages 96-103). Plagiarism and cheating are serious academic offenses and will be punished by failure on an exam, paper, project, and in some cases result in failure in the course and/or expulsion from the university. All written work submitted for this course needs to be your own and produced for this specific course. Please consult the *MLA Handbook* for appropriate format for quotations and citations for your written work.

Students Needing Support Services:

Any student needing to arrange a reasonable accommodation for a documented disability and/or medical/mental health condition should contact Student Access and Accommodation Services at 350 Fell Hall, (309) 438-5853, or visit the website at StudentAccess.IllinoisState.edu Students using this service, need to notify the instructor and provide the appropriate credentials.

Grading:

Grades will be based on the following point scale: Grades for papers: A+=100, A=95, A-92, B+= 87, B=85, B-=82, C+=77, C=75, C-=72, D+=67, D=65, D-=62, F=50. For the course grade, the following scale will be used A=90 and above, B=80 and above, C= 70 and above, D=60 and above, F=59 and below. Students earn grades by performance, not negotiation. If you have a question concerning a grade on an assignment or exam, contact me during my office hours to discuss it. Students should keep all grades assignments. The course grade will be based on the following assignments, which will be weighted as follows:

Grades will be assigned according to the following:

Book Review: 10%

Class Presentation: 10%

Class Assignments/Short Papers: 20%

Critical Paper: 40%

Class Participation: 10%