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LIT 6855, section 21F2  
Fall 2017  
T E1-3

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by appointment  
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## Comparative Children's Literature

Our syllabus is also posted here: [www.kbkidd.org](http://www.kbkidd.org)

This seminar considers comparative children's literature studies both historically and in our current moment. Fluency in multiple languages isn't required for the seminar, but such would certainly be a boon. We will work with our skills and interests and develop where we can. We'll consider why comparative children's literature is important and even urgent. We'll examine the history and current state of comparative children's literature studies by reading key works in the field, interviewing researchers working in non-Anglophone, international, and/or comparative literatures, and undertaking individual and collective research. The project of comparative children's literature necessarily raises the question of comparative literature more generally, and in relation to "world literature", literary nationalisms and transnationalisms, and so-called glocalization, so we'll spend time on such. We'll also sample postcolonial criticism and critical canonization studies, including postcolonial analysis of the "classic."

Emer O'Sullivan's *Comparative Children's Literature* will be a central reference and we will take up some of the nine areas of focus she suggests for the enterprise, among them contact and transfer studies; intertextual studies; intermediality studies; image studies; and comparative historiography of children's literature. We will give priority to the politics and challenges of translation and read further on that topic. We'll learn about the research of recent UF alums working on comparative projects and also interview international researchers affiliated with the International Research Society for Children's Literature (IRSC) and other organizations (IBBY, ACLAR, etc.)

You'll notice the reading is frontloaded in the first two months; that's intentional, allowing you more time for work in progress later in the term.

I've set up a very basic Canvas site for submission of work if you want to use it.  
<http://elearning.ufl.edu/>

### Major Texts

Sandra L. Beckett and Maria Nikolajeva, *Beyond Babar: The European Tradition in Children's Literature* (Scarecrow, 2006)

Clare Bradford, *Unsettling Narratives: Postcolonial Readings of Children's Literature* (Wilfred Laurier, 2007)

- Jane M. Gangi, *Genocide in Contemporary Children's and Young Adult Literature: Cambodia to Darfur* (Routledge, 2014)
- Christopher (Kit) Kelen and Björn Sundmark, *The Nation in Children's Literature: Nations of Childhood* (Routledge, 2013).
- Gillian Lathey, ed., *The Translation of Children's Literature: A Reader* (Multilingual Matters, 2006)
- Benjamin Lefebvre, ed., *Textual Transformations in Children's Literature: Adaptations, Translations, Reconsiderations* (Routledge, 2013)
- Emer O'Sullivan, *Comparative Children's Literature* (Routledge, 2005)

Plus essays/chapters by Bradford, O'Sullivan, Nikolajeva, Kiera Vaclavik, Kimberley Reynolds, Vanessa Joosen, Evgeny Steiner, Anghi Mukherjee, Kate Slater, Sara Park Dahlen, Michelle Martin, Laura Jiménex, Marilisa Jiménez Garcia, Poushali Bhadury, and Anuja Madan.

Most of these readings are in UF's electronic course reserves, under my name and LIT 6855 (section 21F2). <https://ares.uflib.ufl.edu/ares/>

### **Assignments and Evaluation**

Assignments have a two-fold purpose: to help you explore non-US and ideally non-Anglophone children's literature, without worrying about mastering anything, and to help you practice the research and writing skills that will be helpful as you move through coursework and into the dissertation stage. I'm persuaded by Eric Hayot's argument in *The Elements of Academic Style* that seminar papers foster some but not all the skills and practices needed, so we'll have some options for the second major assignment.

Unofficial assignment! Write 20 minutes a day about something related to your research. Make a commitment, time yourself, and don't let teaching preparation (the most virtuous procrastination) or anything else interfere. It doesn't matter what you write – it could be a response to our reading or something related, reflections on research in progress, ideas for projects, drafts of abstracts, etc. Not notes while you are reading, though; it needs to be a writing activity of some kind. The point here is to experiment with daily writing and see if you can establish a habit. Such can go a long way toward building a positive and anxiety-free writing life.

Précis. This assignment is designed to encourage systematic analysis of criticism (which in turn fosters better recall). Please write 3 précis of articles or chapters we are reading in class together, your choice. That means, if we are reading an edited collection, you can pick one for analysis. The précis should be 1-2 s-s pp. Short and focused. You may turn these in at any point in the term.

This assignment requires to you not only to summarize, but also to analyze the method and rhetorical strategy of the article or chapter. Refer to specific page numbers (even when paraphrasing) so that we can locate the ideas you're summarizing and discussing.

- 1) Summarize the article or book chapter in 5-8 sentences. Explain the author's overall focus and the main claims of the piece.
- 2) Describe that author's critical methodology and perspective(s): Is the essay informed by a feminist sensibility? Does the writer emphasize psychological themes, or provide useful historical contextualizations? Is there any attention to socioeconomic issues (i.e. use of Marxist criticism)? Or is it a more traditional close reading? Often writers rely on a variety of methodologies: if so, what approach seems dominant, and does that primary approach effectively organize secondary ones?
- 3) Analyze the essay's rhetorical strategy (the way it's designed to affect the audience): how is it structured, and why? Sequence and organization; style and texture of presentation?
- 4) Speculate about the implications of the information. What's useful about the essay? How could you expand it? What questions does it raise? What ignored or devalued? Does commitment to a particular critical methodology rule out other approaches?

#### Linked assignment

*Literature-Field Profile.* Research a non-U.S. (perhaps also non-Anglophone) children's literature (or a particular genre/form) and its academic study. What is its history; what are the major works, authors, genres, movements, moments? How has it been promoted, disseminated, studied? What's the current publishing situation; where can we find material (libraries, archives?) What are the current issues or debates in the scholarship? If necessary, you can be more specific in focus – a regional literature, potentially, or even a particular genre if there is sufficient information. Gather this information and put it together in some manageable form. Don't forget to check out existing bibliographies and other resources. I'd aim for about 5-7 d-s pp.

*Researcher Interview.* Identify at least one researcher working in the above literature-field, learn about that person's education and interests, and read that person's scholarship on your topic. If you don't have the language skills necessary to read other languages you will need to stick to scholarship published in or translated into English. Then, design and conduct a targeted interview designed to enhance further your understanding of that person's research, perhaps even a specific question or set of questions that arose in your literature-field profile. The purpose here is two-fold: to have dialogue with an established scholar, and to expand your understanding of their research program and/or particular challenges in the field. This interview can be conducted by email, Skype, whatever works, but please provide a written transcript to share (potentially to archive). Length can vary, but try to engage in some detail without taxing the generous interlocutor.

In some cases, you'll have access to more than one person – try to talk to everyone!

You may combine these documents, or keep them separate, your choice.

### Seminar Paper or Article Project Plan

You have the option of either writing a conventional seminar paper of around 15-20 d-s pp., or trying an article project plan featuring what Hayot calls an “excerpt,” “a ten-page piece of writing (also d-s pp.) that would imagine itself as a piece of a fully publishable article (designed to maximize citational learning, dealing with scholarship, and structure)” (Hayot 15). If you have not written a seminar paper, you may want to go that route, since there’s some benefit to practicing longer form academic writing. If you’ve written a few seminar papers and feel comfortable with the genre, try out the excerpt. As Hayot suggests, study the way scholars you admire handle notes, for instance, and see if you can copy some of their strategies for managing argument, literature review, and so forth – maybe use your précis assignment for this, too. The article plan option would consist of the excerpt and some contextual information (informal is fine) about the article – what comes before or after, what the overall objective might be, and so forth.

Regular attendance and active participation are essential; come prepared and plan to miss no more than 1 class. Absences beyond such may affect your course grade.

Précis (3)	15%
Linked Assignment:	40%
Seminar Paper or Article Project Plan:	45%

### **Students with Disabilities**

The Disability Resource Center in the Dean of Students Office provides students and faculty with information and support regarding accommodations for students with disabilities in the classroom. Staff at the Disability Resource Center will assist any student who registers as having a disability. Official documentation of a disability is required to determine eligibility for appropriate classroom accommodations. For more information about Student Disability Services, see: <http://www.ufl.edu/disability/>

## Schedule

### August

- 22 Introductions; Eric Hayot, “Unlearning What You (Probably) Know,” from *The Elements of Academic Style* (shared in class).
- 29 “We’ve Stopped Translating Children’s Books Into English. Where Will We Get the Next *Tintin*?”  
[http://www.slate.com/blogs/nightlight/2016/08/18/tintin\\_asterix\\_moomins\\_the\\_little\\_prince\\_where\\_will\\_the\\_next\\_children\\_s.html](http://www.slate.com/blogs/nightlight/2016/08/18/tintin_asterix_moomins_the_little_prince_where_will_the_next_children_s.html);  
 “Why There’s No French Harry Potter”  
<https://www.1843magazine.com/content/arts/anonymous/french-childrens-books>;  
 “Visiting the Real America, Where Seven-Year-Olds Translate *Don Quixote*”  
<http://lithub.com/visiting-the-real-america-where-seven-year-olds-translate-don-quixote/#top>;  
 “#WeNeedDiverseScholars: A Forum.” *The Lion and the Unicorn* 41.1 (January 2017) (accessible through Project Muse via e-reserves); Steiner, “Mirror Images: On Soviet-Western Reflections in Children’s Books of the 1920s and 1930s” (e-reserves); Joosen, “True Love or Just Friends? Flemish Picture Books in English Translations” (e-reserves)

### September

- 5 Emer O’Sullivan, *Comparative Children’s Literature*
- 12 Lathey, *The Translation of Children’s Literature: A Reader*
- 19 Vaclavi, “Goodbye, Ghetto: Further Comparative Approaches to Children’s Literature” (e-reserves); Nikolajeva, “Comparative Children’s Literature: What is There to Compare?” (e-reserves); G. Thomas Tanselle, “Reproductions and Scholarship” (shared by Kenneth); Mukherjee, “Introduction” (e-reserves); Reynolds, “Breaking the Frame: Picturebooks, Modernism, and New Media” (e-reserves)
- 26 Beckett and Nikolajeva, *Beyond Babar*

### October

- 3 Bradford, *Unsettling Narratives*
- 10 Kelen and Sundmark, *The Nation in Children’s Literature*

- 17 Case study: Bengali children's publishing. Skype session with Dr. Poushali Bhadury, Middle Tennessee State University. Bhadury, "Translating the 'World': 'Classics' and Canonicity in Postcolonial Bengal" (shared by author); Bhadury, "Fantastic Beasts and How to Sketch Them: The Fabulous Bestiary of Sukumar Ray" (shared by author), from *South Asian Review* 34.1 (Summer 2011): 214-237. <http://ufdc.ufl.edu/IR00009134/00001?search=poushali+=bhadury>
- 24 Gangi, *Genocide in Contemporary Children's and Young Adult Literature*. Skype session with Gangi, Mount Saint Mary College.
- 31 Lefebvre, *Textual Transformation*. Linked Assignment Due.

### November

- 7 Case study: Puerto Rican children's literature. Skype session with Dr. Marilisa Jiménez García, Lehigh University. Reread Jiménez-García, "Side-by-Side" in the *L&U* forum; "Pura Belpré Lights the Storyteller's Candle," *Journal of the Center for Puerto Rican Studies* 26.1 (Spring 2014): 110-141, available through Academic OneFile via our library online journals link; "Radical Bilingualism: Language Borders and the Case of Puerto Rican Children's Literature," *Changing English: Studies in Culture and Education* 18.4 (December 2011): 417-423. (shared by author).
- 14 Reports on research; discussion with Dr. Anastasia Ulanowicz on her research. Assigned reading TBA.
- 21 Case study: Indian epic translations and remediations. Skype session with Dr. Anuja Madan, Kansas State University. Madan, "Sita's Ramayana's Negotiation with an Indian Epic Picture Storytelling Tradition." Available for full or section download: <http://ebookcentral.proquest.com/lib/ufl/detail.action?docID=4863652> (chapter is Ch. 20 in section "Drawing on Identity"); Madan, "Child Hanuman and the Politics of Being a Superhero," in the forthcoming *Routledge Companion to International Children's Literature* (shared by author); Madan, "Construction of Morality in Contemporary English Adaptations of *Mahabharata* for Children," *Journal of Children's Literature Studies* 7.3 (2010): 80-97 (shared by author).
- 28 Reports on research

### December

- 5 Reports on research

essay due December 11

## Research Guide: LIT 6855 – Comparative Children’s Literature

This is a research guide for Dr. Kenneth Kidd’s Comparative Children’s Literature course (LIT 6855, Fall 2017) at the University of Florida, first compiled by Michael Hajostek at the University of Washington as an assignment for Dr. Michelle Martin, and then expanded by Kenneth Kidd. This guide provides information and citations for reference sources, as well as reference databases, for students to utilize while conducting research for this course. Very much a work in progress!

### **Bibliographies**

*ChLAQ* “National and Minority Literatures” from Issue 22.2 (Summer 1997): 91-96  
(accessible through Project Muse and linked to e-reserves).

### **Books – General (includes work on comparative literature and world literature)**

- Apter, Emily. *Against World Literature: On the Politics of Untranslatability*. Verso, 2013.
- Beauvais, Clémentine. *The Mighty Child: Time and Power in Children’s Literature*. Philadelphia: John Benjamins, 2015.
- Bradford, Clare. *Unsettling Narratives: Postcolonial Readings of Children’s Literature*. Waterloo, Ontario: Wilfrid Laurier University Press, 2007.
- Freeman, Evelyn, and Barbara Lehman. *Global Perspectives in Children’s Literature*. Boston: Allyn and Bacon, 2001.
- Hayot, Eric. *On Literary Worlds*. New York: Oxford UP, 2012.
- Hazard, Paul. *Books, Children & Men*. 4th ed. Boston: Horn Book, 1960.
- Kümmerling-Meibauer, Bettina, and Anja Müller. *Canon Constitution and Canon Change in Children’s Literature*. New York: Routledge, 2017.
- Lathey, Gillian. *The Role of Translators in Children’s Literature: Invisible Storytellers*. New York: Routledge, 2010.
- Mukherjee, Ankhi. *What Is a Classic? Postcolonial Rewriting and Invention of the Canon*. Stanford, California: Stanford University Press, 2014. Web.
- O’Sullivan, Emer. *Comparative Children’s Literature*. Abingdon, Oxfordshire; New York: Routledge, 2005.
- Oziewicz, Marek C. *Justice in Young Adult Speculative Fiction: A Cognitive Reading*. New York: Routledge, 2015.
- Spivak, Gayatri. *The Death of a Discipline*. New York: Columbia UP, 2003.

### **Books – National and International Traditions of Children’s Literature**

- Balina, Marina, and Larissa Rudova. *Russian Children's Literature and Culture*. New York: Routledge, 2008.
- Bandyopadhyay, Sibaji. *The Gopal-Rakhal Dialectic: Colonialism and Children's Literature in Bengal*. Trans. Rani Nay and Nivedita Sen. Tulika Books, 2015.
- Beckett, Sandra L., and Maria Nikolajeva. *Beyond Babar: The European Tradition in Children's Literature*. Lanham, Maryland: Children's Literature Association and the Scarecrow, 2006.
- Capshaw, Katharine. *Children's Literature of the Harlem Renaissance*. Bloomington: Indiana UP, 2004.
- Farquhar, Mary Ann. *Children's Literature in China: From Lu Xun to Mao Zedong*. Armonk, New York: M.E. Sharpe, 1999.
- González, Ann. *Resistance and Survival: Children's Narrative from Central America and the Caribbean*. Tucson: U of Arizona, 2009.
- Hunt, Peter. *Children's Literature: An Illustrated History*. Oxford, United Kingdom: Oxford University Press, 1995. (UK and United States)
- Hunt, Peter. *International Companion Encyclopedia of Children's Literature*. London; New York: Routledge, 1996.
- Khorana, Meena. *The Indian Subcontinent in Literature for Children and Young Adults: An Annotated Bibliography of English-language Books*. New York: Greenwood, 1991. Print.
- Morton, Miriam. *A Harvest of Russian Children's Literature*. Berkeley, California: University of California Press, 1967.
- Stephens, John, with Celia Abicali Belmiro, Alice Curry, Li Lifang, and Yasmine S. Motawy, eds. *The Routledge Companion to International Children's Literature*. New York: Routledge, 2017. Expected Fall 2017.
- Weld, Sara Pankenier. *Voiceless Vanguard: The Infantalist Aesthetic of the Russian Avant-Garde*. Evanstone: Northwestern University Press, 2014.
- Zur, Dafna. *Figuring Korean Futures: Children's Literature in Modern Korea*. Stanford: Stanford UP, 2017.

### **Useful Research Databases (accessible through UF Libraries)**

#### [Academic Search Premier](#)

- Contains indexing & abstracts for more than 8,200 journals, with full text for more than 4,500 of the titles. PDF backfiles to 1975 or further are also available for over one hundred journals.

#### [Children's Library](#)

- A digital collection within the Internet Archive containing children's books from around the world.

#### [Literature Online \(LION\)](#)

- A collection of poetry, prose and drama, criticism, and reference resources. It also includes full-text journals and author biographies.

#### [Literature Resource Center](#)

- This database contains full-text articles from scholarly journals and literary magazines, critical essays, work and topic overviews, full-text works, and



biographies to provide a wealth of information on authors, their works, and literary movements.

[JSTOR Language & Literature Archive Collection](#)

- A collection in JSTOR of journals for researchers of language and literature titles.

[MLA International Bibliography](#)

- A database providing a subject index for books and articles published on modern languages, literature, folklore, and linguistics.

**Misc. Articles (this is a very partial list, and only stuff in English; there's tons of material out there)**

- Bradford, Clare. "Children's Literature in a Global Age: Transnational and Local Identities." *Nordic Journal of ChildLit Aesthetics* 2.1 (2011): 5828. Web.
- Gubaidullina, Anastasia N., and Valentina N. Gorenitseva. "Mother as Donor, Hero or Villain: New Sides of The Mother's Image in Sergey Sedov's *Fairy Tales About Mums*." *Children's Literature in Education* 48.3 (September 2017): 201-213.
- O'Neill, Angeline. "Aboriginal Australian and Canadian First Nations Children's Literature." *Comparative Literature and Culture* 13.2 (2011). Web.
- O'Sullivan, Emer. "Comparative Children's Literature." *PMLA* 126.1 (2011): 189-96. Web.
- Nikolajeva, Maria. "Comparative Children's Literature: What Is There to Compare?" *Papers: Explorations into Children's Literature* 18.1 (2008): 30-40. Web.
- Sundmark, Björn. "Wayward Warriors: The Viking Motif in Swedish and English Children's Literature." *Children's Literature in Education* 45.3 (2014): 197-210. Web.
- Vaclavik, Kiera. "Goodbye, Ghetto: Further Comparative Approaches to Children's Literature." *PMLA* 126.1 (2011): 203-08. Web.

**Journals of Children's Literature/Studies**

- Barnbroken: Journal of Children's Literature Research* (Swedish)
- Bookbird: A Journal of International Children's Literature*
- Children's Literature* (ChLA-affiliated)
- Children's Literature Association Quarterly* (ChLA-affiliated)
- Children's Literature in Education*
- International Research in Children's Literature* (IRSCL-affiliated)
- Jeunesse: Young People, Texts, Cultures* (U of Winnipeg)
- Journal of Children's Literature* (Children's Literature Assembly, NCTE)
- Journal of Children's Literature Studies* (may be defunct? Pied Piper Publishing)
- The Lion and the Unicorn*
- Papers: Explorations into Children's Literature* (ACLAR-affiliated)
- Sankofa: A Journal of African Children's and Young Adult Literature* (2002-2014)

### **Book Series on Children's Literature**

Childhood Studies, Rutgers UP

Children's Literature and Culture, Routledge

Children's Literature Association Series, UP of Mississippi (originally was Scarecrow Press)

Children's Literature, Culture and Cognition, Johns Benjamins Publishing

Critical Approaches to Children's Literature, Palgrave

Perspectives on Children's Literature, Bloomsbury

Many presses, of course, have titles in children's literature studies; a few publish regularly in the field: Oxford UP, U of Iowa P, U of Minnesota P, Johns Hopkins UP, Yale UP, etc. There are also series in children's media studies, such as Mediated Youth at Peter Lang.

### **Non-U.S. Centers for the Study of Children's Literature**

Belgian National Centre for Children's Literature

Center for Young People's Literature and Culture (Poland)

Centre for Research in Young People's Texts and Cultures (CRYTC) (Canada)

Graduate Centre for International Research in Childhood: Literature, Culture, Media (Japan)

GRETEL, Research Group on Books for Children and Youngsters and Literacy Learning (Spain)

International Forum for Research in Children's Literature (IFRCL) (UK)

Norwegian Institute for Children's Books

Research Center Youth - Media – Education (Germany)

Seven Stories, The National Centre for Children's Books (UK)

Swedish Institute for Children's Books (Sweden)