Boyhood and Children’s Literature 2021-22

Full Name: Boyhood and Children’s Literature

Short Name: 

Lecturer Name and Email Address: Pádraic Whyte, whytepa@tcd.ie

ECTS Weighting: 10

Semester Taught: MT

Year: JS

Module Content

Week 1: Introduction: Children’s Literature, Boyhood and Theory

Week 2: Boyhood, Masculinity and Nostalgia

Mark Twain, The Adventures of Tom Sawyer (1876)


Week 3: Power and Adventure

R.L Stevenson, Treasure Island (1883)


Week 4: Performance and Child/Adult relationships

JM Barrie, Peter Pan (1904). Playtext – see JM Barrie, Peter Pan and other Plays (Oxford: Oxford University Press, 1995)


Week 5: Myth and Nationalism

Rosemary Sutcliff, The Hound of Ulster (1963)

Week 6: Masculinities and Contemporary Politics


Week 7: Reading Week – No Class.

Week 8: Student Presentations on the Pollard Collection of Children’s Books/Children’s Book Archives

Formative Assignment: With a partner, identify what you think is a significant book from the Pollard Collection of Children’s Books (held in TCD Library) or a text published pre-1914 that is available online. You and your partner will make a short 5-minute presentation to the class/online, addressing the merits/significance/importance of the book and its author, and incorporating a theoretical approach related to boyhood.

Detailed instructions will be made available on Blackboard. I’ll also offer guidance in class.


Visit the National Collection of Children’s Books website (nccb.tcd.ie).

Week 9: Race and Bodies

Walter Dean Myers, *Monster* (1999). Novel (not the graphic novel version). This can be difficult to get – you might need to order online.

Critical Reading: Tim Engles and Fern Cory, “‘What did she see?’ the White Gaze and Triple consciousness in Walter Dean Myers’s *Monster*, in *Children’s Literature Association Quarterly*, 2014 Spring; 39(1), 49-67.

Week 10: Coming of Age

Aidan Chambers, *Dance on My Grave* (1982)

Week 11: Emotions


Week 12: Fathers and Sons


Revision.

Learning Outcomes:

On successful completion of this module students should be able to

- Discuss and evaluate the construction of ‘boyhood’ in a broad range of children’s texts
- Identify key theoretical approaches specific to the study of children’s literature
- Relate textual analysis to broader cultural debates
- Undertake independent research and take responsibility for their own learning experience
- Develop existing critical and analytical skills, become empowered citizens, and think beyond the confines of ‘learning outcomes’

Learning Aims:

This module facilitates the exploration of ‘boyhood’ in children’s literature. Through the lens of ‘boyhood’ students will be introduced to a series of subject areas including adventure, myth, child-adult power-relations, education, national identity, narrative voice, gender, and sexuality. Discussions will be positioned within the context of broader cultural and literary debates and will incorporate a number of theoretical approaches, particularly those related to gender theory, feminist theories, and theories of masculinities. The analysis of texts will also focus on theoretical approaches specific to the study of children’s literature. Students are expected to read the assigned texts as well as any assigned critical material for each week.

Assessment Details:

- Number of Components: 1
- Name/Type of Component(s): Essay
- Word Count of Component(s): 5,000 – 6,000 words
- Percentage Value of Component(s): 100%
Preliminary Reading List:

Theories of Children’s Literature


  Mallan, Kerry, *Gender Dilemmas in Children’s Fiction* (Basingstoke: Palgrave Macmillan, 2009)


**Gender**


**Suggestions for general reading**

Mallan, Kerry and Pearce, Sharyn (eds), *Youth Cultures: Texts, Images and Identities* (Westport, CT: Praeger, 2003)


- *From Mythic to Linear; Time in Children’s Literature* (Lanham, MD: Scarecrow, 2000)
- *Aesthetic Approaches to Children’s Literature: an Introduction* (Lanham, MD: Scarecrow, 2005)


**Online Journals:** (available through Library website)

The Lion and the Unicorn

Children’s Literature in Education

Children’s Literature Association

International Research in Children’s Literature Men and Masculinities

**Websites:**

[www.isscl.com](http://www.isscl.com)

[www.irscil.com](http://www.irscil.com)

[www.childrensbooksireland.ie](http://www.childrensbooksireland.ie)

nccb.tcd.ie
Please note:

- Curricular information is subject to change.
- Information is displayed only for guidance purposes, relates to the current academic year only and is subject to change.