

CHILDHOOD AND CHILDREN'S CULTURE IN EAST ASIA:
PRINT AND VISUAL TEXTS OF CHINA, JAPAN AND KOREA

Mon/Wed 9:30-10:45

Dr. Dafna Zur

Office hours: Th. 2:30-3:30 or by appointment, Knight Bldg. #312
650-725-1893 / dafnaz@stanford.edu

Description

Literature for children often reflects society's deepest-held convictions and anxieties about the particular kind of knowledge necessary to become fully socialized. In this respect, the analysis of texts and visual culture for children—including prose, poetry, folk tales, film, and picturebooks—illuminates prevalent discourses of national identity, family, education and gender. Through an examination of a diverse range of genres and supported by social, historical and literary theories, students will obtain an understanding, in broad strokes, of the birth of childhood and the emergence of children's literature and visual culture of China, Korea and Japan from the turn of the century until the present.

The class will tap into the resources of the attending students, and part of the final grade will be the submission of a translation of a children's non-English literary source that has not yet been translated.

Class preparation materials will include reading of primary sources ("lit"), secondary sources ("crit") and film and other media ("view").

Assignments, Evaluations, and Grading

1. *Attendance, participation, and weekly emails (20%)*: attendance at all seminars is crucial, as is reading the material in order to be able to participate in discussion, including the weekly email assignments. **Email the instructor with your reaction to the weekly class readings, including comments and questions**—these emails are due each Sunday 8 pm.
2. *Book Review (20%)*: The students will choose a secondary source, and will write a longer review of that book, delineating the author's main argument. See instructor for suggestions. Due in week 7.
4. *Presentation (30%)*. In groups of two, students will prepare one presentation on the materials being viewed/read in class. They will be responsible for leading the discussion that day. The presentation and discussion will take about 20 minutes, and the bibliography and notes of the presentation must be submitted.
5. *Translation/Original children's book (30%)*

** Please note: phones and laptops are not permitted in the classroom; please keep them out of sight. The instructor's experience proves and studies show that technology provides more distraction than support. For note-taking, please use a pad of paper and a pen; the instructor will post the lectures online for review.

Reference Texts

Lost and Othered Children in Contemporary Cinema
The Children's Culture Reader

Children and Childhood in World Religions

Ashcroft, Bill. *On Post-Colonial Futures: Transformations of Colonial Culture* (online)

Bang, Molly. *Picture This: How Pictures Work* (on reserve)

Ericson, Joan E. and Yukie Ohta, translator. *A rainbow in the desert: an anthology of early twentieth-century Japanese children's literature* (on reserve)

Farquhar, Mary Ann. *Children's literature in China: from Lu Xun to Mao Zedong* (on reserve)

Jones, Andrew. *Developmental Fairy Tales* (online)

Jones, Mark A. *Children as treasures: childhood and the middle class in early twentieth century Japan* (on reserve)

Kinney, Anne Behnke. *Representations of childhood and youth in early China* (on reserve)

McCallum (Retelling Stories, Framing Culture);

Nodelman, Perry. *Words about pictures: the narrative art of children's picture books* (on reserve)

Stearns, Peter. *Childhood in World History*, second edition (selections)

Stephens, John. *Subjectivity in Asian children's literature and film: global theories and implications* (on reserve)

Zipes (Why Fairy Tales Stick, Fairy Tales and the Art of Subversion, selections); Stephens and

*All films are on reserve at Green Library (media center)

Unit 1: Laying the Foundations

Week 1: Theoretical approaches 1

Jan 7, 9: Syllabus and Introduction (Aries, Locke, Rousseau)

Crit: Aries (selection), Introduction: "Childhood in world history" (1-12)

View (in class): Crocodile books, Jack Halberstam interview (in class)

*Assignment: bring in your favorite book that you read as a child and give a brief explanation on why you remember it. Also, email instructor an image of childhood, as you see it.

Week 2: Theoretical approaches 2

Jan 14, 16: A brief history of children's literature

Crit: Nodelman, Perry. "The Other: Orientalism, Colonialism, and Children's literature".

Children's Literature Association Quarterly (1992) Vol 17.1 29-35. (online); Rose, "The Impossibility of Children's Fiction". Nodelman, "The Case of Children's Fiction: On the Impossibility of Jacqueline Rose." *CLAQ* 10.3, 98-100 (online)

Lit: *Peter Pan* (on reserve); *Wah Sing, Our Little Chinese Cousin* (on reserve)

Unit 2: The discovery of Childhood and Children's literature and culture in China, Japan and Korea

Week 3:

Jan 23, 28: **China**

Crit: Read: "Confucianism" in: *Children and Childhood in World Religions* (337-344); Weimin Mo and Wenju Shen, "The Twenty-Four Paragons of Filial Piety: Their Didactic Role and Impact on Children's Lives." *Children's Literature Quarterly*: Volume 24, Number 1, Spring 1999 pp. 15-23; Xu Xu "Chairman Mao's Child": Sparkling Red Star and the Construction of Children in

the Chinese Cultural Revolution.” *Children’s Literature Quarterly*: Volume 36, Number 4, Winter 2011 pp. 381-409
View: “Sparkling Red Star”, “San Mao”

Week 4: Jan 30, Feb 4: Japan

Crit: Karatani Kojin “The Discovery of the Child”; “Modern Childhood in Asia” (92-101)
Lit: A Rainbow in the Desert (intro and selections)
View: “I was Born, But...”

Week 5

Feb 6: **Korea**

Lit: “Three Brave Boys of the Sea” (handout); The Sky (online, *Azalea* 4)

Unit 3: Themes in Children’s Literature

Week 6: Colonialism and Militarism in children’s literature and film

Feb 11, 13: Japan, Korea and China

Read: <http://www.japanfocus.org/-Owen-Griffiths/2528>,

View: “Ji Mao Xin” (the Letter with Feathers), “Angels in the Street”;

<http://www.youtube.com/watch?v=2wkr2WfkIBQ>;

Week 7: Making sense of trauma

Feb 20:

Read: Makito Yurita and Reade W. Dornan. “Hiroshima: Whose Story Is It? *Children’s Literature Quarterly*, Volume 34, Number 3, Fall 2009 pp. 229-240; Karin E. Westman.

“Forsaken Spots”: At the Intersection of Children’s Literature and Modern War

Children’s Literature Quarterly: Volume 34, Number 3, Fall 2009 pp. 213-217

Lit/View: *Sadako and the Thousand Paper Cranes*; *Grave of the Fireflies (DVD)*; *O’pun dori* (in class)

Week 8: Folk Tales in Japan, Korea, China

Feb 25, 27: Peggy and Wandu (Chinese folk tales)

Crit: David Henry, “Japanese Children’s Literature as Allegory of Empire in Iwaya

Sazanami’s *Momotarō*” (*The Peach Boy*). *Children’s Literature Quarterly*: Volume 34, Number 3, Fall 2009 pp. 218-228 (online); Zipes (selections)

Lit/View: “The Peach Boy” (in *Peach Boy and Other Japanese Children’s Favorite Stories*); The Toad’s Bridegroom;

Week 9: Contemporary issues in Children’s culture

March 4, 6: Sandy+Kyle (March 4); Nicole and Noel (March 6)

Crit: “Displacing Red Childhood” from *Lost and Oothered Children in Contemporary Cinema*;

View: “The Way Home” (N and N); “Little Red Flowers”; “Yi ge ye bu neng shao” (Not One Less) (Zhang Yimou)

Week 10: The Art of Picturebooks

March 11, 13:

Crit: Papova (the Atlantic); Shu-chu Wei, "Shaping a Cultural Tradition: The Picture Book in Taiwan, 1945-1980." *Children's Literature Quarterly*: Volume 20, Number 3, Fall 1995 pp. 116-121; "Chinese Children's Picture Books in the Decade following the Cultural Revolution" by Qi Tongwei, *International Research in Children's Literature*. Volume 5, Page 212-216; Nodelman (*Words About Pictures*); Molly Bang: *Picture This*
View: *Molly Bang: Picture This* (on reserve) Picturebooks from Japan, Korea, China, Taiwan