

Unsettling Narratives Postcolonial Readings Of Childrens Literature By Clare Bradford 2007 07 11

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Children's Literature - Carrie Hintz 2019-10-18

Children's Literature is an accessible introduction to this engaging field. Carrie Hintz offers a defining conceptual overview of children's literature that presents its competing histories, its cultural contexts, and the theoretical debates it has instigated. Positioned within the wider field of adult literary, film, and television culture, this book also covers: Ideological and political movements Children's literature in the age of globalization Postcolonial literature, ecocriticism, and animal studies Each chapter includes a case study featuring well-known authors and titles, including Charlotte's Web, Edward Lear, and Laura Ingalls Wilder. With a comprehensive glossary and further reading, this book is invaluable reading for anyone studying Children's Literature.

Unsettling Narratives - Clare Bradford 2007

Children's books seek to assist children to understand themselves and their world. Unsettling Narratives: Postcolonial Readings of Children's

Literature demonstrates how settler-society texts position child readers as citizens of postcolonial nations, how they represent the colonial past to modern readers, what they propose about race relations, and how they conceptualize systems of power and government. Clare Bradford focuses on texts produced since 1980 in Canada, the United States, Australia, and New Zealand and includes picture books, novels, and films by Indigenous and non-Indigenous publishers and producers. From extensive readings, the author focuses on key works to produce a thorough analysis rather than a survey. Unsettling Narratives opens up an area of scholarship and discussion—the use of postcolonial theories—relatively new to the field of children's literature and demonstrates that many texts recycle the colonial discourses naturalized within mainstream cultures.

The Translation of Violence in Children's Literature - Marija Todorova 2021-11-30

Considering children's literature as a powerful repository for creating and proliferating cultural and national identities, this monograph is the first academic study of children's literature in translation from the Western Balkans. Marija Todorova looks at a broad range of children's literature, from fiction to creative non-fiction and picture books, across five different countries in the Western Balkans, with each chapter including detailed textual and visual analysis through the predominant lens of violence. These chapters raise questions around who initiates and effectuates the selection of children's literature from the Western Balkans for translation into English, and interrogate the role of different stakeholders, such as translators, publishers and cultural institutions in the representation and construction of these countries in translated children's literature, both in text and visually. Given the combination of this study's interdisciplinary nature and Todorova's detailed analysis, this book will prove to be an essential resource for professional translators, researchers and students in courses in translation studies, children's literature or area studies, especially that of countries in the Western Balkans. .

Kipling's Children's Literature - Sue Walsh 2016-04-22

Despite Kipling's popularity as an author and his standing as a politically controversial figure, much of his work has remained relatively unexamined due to its characterization as 'children's literature'. Sue Walsh challenges the apparently clear division between 'children's' and 'adult' literature, and poses important questions about how these strict categories have influenced critical work on Kipling and on literature in general. For example, why are some of Kipling's books viewed as children's literature, and what critical assumptions does this label produce? Why is it that Kim is viewed by critics as transcending attempts at categorization? Using Kipling as a case study, Walsh discusses texts such as Kim, The Jungle Books, the Just-So Stories, Puck of Pook's Hill, and Rewards and Fairies, re-evaluating earlier critical approaches and offering fresh readings of these relatively neglected works. In the process, she suggests new directions for postcolonial and childhood studies and interrogates the way biographical criticism on children's

literature in particular has tended to supersede and obstruct other kinds of readings.

The Cambridge Companion to Children's Literature - M. O. Grenby
2009-12-10

A wide-ranging introduction to an exciting and rapidly expanding field.
Contemporary Adolescent Literature and Culture - Maria Nikolajeva
2016-05-13

Offering a wide range of critical perspectives, this volume explores the moral, ideological and literary landscapes in fiction and other cultural productions aimed at young adults. Topics examined are adolescence and the natural world, nationhood and identity, the mapping of sexual awakening onto postcolonial awareness, hybridity and trans-racial romance, transgressive sexuality, the sexually abused adolescent body, music as a code for identity formation, representations of adolescent emotion, and what neuroscience research tells us about young adult readers, writers, and young artists. Throughout, the volume explores the ways writers configure their adolescent protagonists as awkward, alienated, rebellious and unhappy, so that the figure of the young adult becomes a symbol of wider political and societal concerns. Examining in depth significant contemporary novels, including those by Julia Alvarez, Stephenie Meyer, Tamora Pierce, Malorie Blackman and Meg Rosoff, among others, *Contemporary Adolescent Literature and Culture* illuminates the ways in which the cultural constructions 'adolescent' and 'young adult fiction' share some of society's most painful anxieties and contradictions.

Contemporary Children's Literature and Film - Kerry Mallan
2011-07-13

Bringing together leading and emerging scholars, this book argues for the significance of theory for reading texts written and produced for young people. Integrating perspectives from across feminism, ecocriticism, postcolonialism and poststructuralism, it demonstrates how these inform approaches to a range of contemporary literature and film.

Discourses of Postcolonialism in Contemporary British Children's Literature - Blanka Grzegorzczak 2014-10-03

This book considers how contemporary British children's books engage with some of the major cultural debates of recent years, and how they resonate with the current preoccupations and tastes of the white mainstream British reading public. A central assumption of this volume is that Britain's imperial past continues to play a key role in its representations of race, identity, and history. The insistent inclusion of questions relating to colonialism and power structures in recent children's novels exposes the complexities and contradictions surrounding the fictional treatment of race relations and ethnicity. Postcolonial children's literature in Britain has been inherently ambivalent since its cautious beginnings: it is both transgressive and authorizing, both undercutting and excluding. Grzegorzczuk considers the ways in which children's fictions have worked with and against particular ideologies of race. The texts analyzed in this collection portray ethnic minorities as complex, hybrid products of colonialism, global migrations, and the ideology of multiculturalism. By examining the ideological content of these novels, Grzegorzczuk demonstrates the centrality of the colonial past to contemporary British writing for the young.

Space and Place in Children's Literature, 1789 to the Present -

Maria Sachiko Cecire 2016-03-09

Focusing on questions of space and locale in children's literature, this collection explores how metaphorical and physical space can create landscapes of power, knowledge, and identity in texts from the early nineteenth century to the present. The collection is comprised of four sections that take up the space between children and adults, the representation of 'real world' places, fantasy travel and locales, and the physical space of the children's book-as-object. In their essays, the contributors analyze works from a range of sources and traditions by authors such as Sylvia Plath, Maria Edgeworth, Gloria Anzaldúa, Jenny Robson, C.S. Lewis, Elizabeth Knox, and Claude Ponti. While maintaining a focus on how location and spatiality aid in defining the child's relationship to the world, the essays also address themes of borders, displacement, diaspora, exile, fantasy, gender, history, home-leaving and homecoming, hybridity, mapping, and metatextuality. With an epilogue

by Philip Pullman in which he discusses his own relationship to image and locale, this collection is also a valuable resource for understanding the work of this celebrated author of children's literature.

Contemporary British Children's Fiction and Cosmopolitanism - Fiona McCulloch 2016-11-10

This book visits contemporary British children's and young adult (YA) fiction alongside cosmopolitanism, exploring the notion of the nation within the context of globalization, transnationalism and citizenship. By resisting globalization's dehumanizing conflation, cosmopolitanism offers an ethical, humanitarian, and political outlook of convivial planetary community. In its pedagogical responsibility towards readers who will become future citizens, contemporary children's and YA fiction seeks to interrogate and dismantle modes of difference and instead provide aspirational models of empathetic world citizenship. McCulloch discusses texts such as J.K. Rowling's Harry Potter series, Jackie Kay's *Strawgirl*, Theresa Breslin's *Divided City*, Gillian Cross's *Where I Belong*, Kerry Drewery's *A Brighter Fear*, Saci Lloyd's *Momentum*, and Julie Bertagna's *Exodus* trilogy. This book addresses ways in which children's and YA fiction imagines not only the nation but the world beyond, seeking to disrupt binary divisions through a cosmopolitical outlook. The writers discussed envision British society's position and role within a global arena of wide-ranging topical issues, including global conflicts, gender, racial politics, ecology, and climate change. Contemporary children's fiction has matured by depicting characters who face uncertainty just as the world itself experiences an uncertain future of global risks, such as environmental threats and terrorism. The volume will be of significant interest to the fields of children's literature, YA fiction, contemporary fiction, cosmopolitanism, ecofeminism, gender theory, and British and Scottish literature.

Handbook of Research on Children's and Young Adult Literature -
Shelby Wolf 2011-04-27

This multidisciplinary handbook pulls together in one volume the research on children's and young adult literature which is currently scattered across three intersecting disciplines: education, English, and

library and information science.

Children's Literature - Kimberley Reynolds 2012

A concise but comprehensive overview of developments in children's literature over the past 100 years.

The Middle Ages in Children's Literature - Clare Bradford

2015-01-20

From the Harry Potter series to urban fairy romance, the Middle Ages comprise a rich source of stories, symbols, characters and settings in texts for the young. *The Middle Ages in Children's Literature* is the first thorough study of medievalism for the young — that is, post-medieval imaginings of the Middle Ages in fiction, non-fiction and films. In this book Clare Bradford shows that medievalism for the young both provides moments of enchantment and also serves as a distancing strategy which enables texts to address contentious and difficult topics. *The Middle Ages in Children's Literature* examines how changing conceptions of history have influenced the writing of historical fiction. Examining representations of disabilities, monstrous bodies, and animals, Bradford shows that medievalist texts use the medieval to reflect on modernity. The book ends with a chapter which explains why so many texts for the young treat the Middle Ages as a source of comedy.

Postcolonial Approaches to Latin American Children's Literature - Ann González 2018-01-31

In this volume González explores how the effects of a traumatic colonial experience are (re)presented to Latin American children today, almost two centuries after the dismantling of colonialism proper. Central to this study is the argument that the historical constraints of colonialism, neocolonialism, and postcolonialism have generated certain repeating themes and literary strategies in children's literature throughout the Spanish-speaking Americas. From the outset of Spanish domination, fundamental tensions emerged between the colonizers and native groups that still exist to this day. Rather than a felicitous mixing of these two opposing groups, the mestizo is caught between contrasting worldviews, contending explanations of reality, and different values, beliefs, and epistemologies (that is, different ways of seeing and knowing).

Postcolonial subjects experience these contending cultural beliefs and practices as a double bind, a no-win situation, in which they feel pressured by mutually exclusive expectations and imperatives. Latin American mestizos, therefore, are inevitably conflicted. Despite the vastness of the geography in question and the innumerable variations in regional histories, oral traditions, and natural settings, these contradictory demands create a pervasive dynamic that penetrates the very fabric of society, showing up intentionally or not in the stories passed from generation to generation as well as in new stories written or adapted for Spanish-speaking children. The goal of this study, therefore, is to examine a variety of children's texts from the region to determine how national and hemispheric perceptions of reality, identity, and values are passed to the next generation. This book will appeal to scholars in the fields of Latin American literary and cultural studies, children's literature, postcolonial studies, and comparative literature.

Terror and Counter-Terror in Contemporary British Children's Literature - Blanka Grzegorzcyk 2020-05-10

The widespread threat of terrorist and counter-terrorist violence in the twenty-first century has created a globalized context for social interactions, transforming the ways in which young people relate to the world around them and to one another. This is the first study that reads post-9/11 and 7/7 British writing for the young as a response to this contemporary predicament, exploring how children's writers find the means to express the local conditions and different facets of the global wars around terror. The texts examined in this book reveal a preoccupation with overcoming various forms of violence and prejudice faced by certain groups within post-terror Britain, as well as a concern with mapping out their social relations with other groups, and those concerns are set against the recurring themes of racist paranoia, anti-immigrant hostility, politicized identities, and growing up in countries transformed by the effects of terror and counter-terror. The book concentrates on the relationship between postcolonial and critical race studies, Britain's colonial legacy, and literary representations of terrorism, tracing thematic and formal similarities in the novels of both

established and emerging children's writers such as Elizabeth Laird, Sumia Sukkar, Alan Gibbons, Muhammad Khan, Bali Rai, Nikesh Shukla, Malorie Blackman, Claire McFall, Miriam Halahmy, and Sita Brahmachari. In doing so, this study maps new connections for scholars, students, and readers of contemporary children's fiction who are interested in how such writing addresses some of the most pressing issues affecting us today, including survival after terror, migration, and community building.

The Routledge Companion to Children's Literature - David Rudd
2012-07-26

The Routledge Companion to Children's Literature is a vibrant and authoritative exploration of children's literature in all its manifestations. It features a series of essays written by expert contributors who provide an illuminating examination of why children's literature is the way it is. Topics covered include: the history and development of children's literature various theoretical approaches used to explore the texts, including narratological methods questions of gender and sexuality along with issues of race and ethnicity realism and fantasy as two prevailing modes of story-telling picture books, comics and graphic novels as well as 'young adult' fiction and the 'crossover' novel media adaptations and neglected areas of children's literature. The Routledge Companion to Children's Literature contains suggestions for further reading throughout plus a helpful timeline and a substantial glossary of key terms and names, both established and more cutting-edge. This is a comprehensive and up-to-date guide to an increasingly complex and popular discipline.

(Re)imagining the World - Yan Wu 2013-06-18

(Re)Imagining the world: Children's Literature's Response to Changing Times considers how writers of fiction for children imagine 'the world', not one universal world, but different worlds: imaginary, strange, familiar, even monstrous worlds. The chapters in this collection discuss how fiction for children engages with some of the changes brought about by new technologies, information literacy, consumerism, migration, politics, different family structures, cosmopolitanism, new and old

monsters. They also invite us to think about how memory shapes our understanding of the past, and how fiction engages our emotions, our capacity to empathise, and our desire to discover, and what the future may hold. The contributors bring different perspectives from education, postcolonial studies, literary criticism, cultural studies, childhood studies, postmodernism, and the social sciences. With a wide coverage of texts from different countries, and scholarly and lively discussions, this collection is itself a testament to the power of the human imagination and the significance of children's literature in the education of young people.

Subjectivity in Asian Children's Literature and Film - John Stephens
2012-11-12

Winner of the Children's Literature Association Honor Book Award This volume establishes a dialogue between East and West in children's literature scholarship. In all cultures, children's literature shows a concern to depict identity and individual development, so that character and theme pivot on questions of agency and the circumstances that frame an individual's decisions and capacities to make choices and act upon them. Such issues of selfhood fall under the heading subjectivity. Attention to the representation of subjectivity in literature enables us to consider how values are formed and changed, how emotions are cultivated, and how maturation is experienced. Because subjectivities emerge in social contexts, they vary from place to place. This book brings together essays by scholars from several Asian countries — Japan, India, Pakistan, Korea, Vietnam, Taiwan, Australia, Thailand, and The Philippines — to address subjectivities in fiction and film within frameworks that include social change, multiculturalism, post-colonialism, globalization, and glocalization. Few scholars of western children's literature have a ready understanding of what subjectivity entails in children's literature and film from Asian countries, especially where Buddhist or Confucian thought remains influential. This volume will impact scholarship and pedagogy both within the countries represented and in countries with established traditions in teaching and research, offering a major contribution to the flow of ideas between

different academic and educational cultures.

New World Orders in Contemporary Children's Literature - C. Bradford
2008-03-13

This book demonstrates how contemporary children's texts draw on utopian and dystopian tropes in their projections of possible futures. The authors explore the ways in which children's texts respond to social change and global politics. The book argues that children's texts are crucially implicated in shaping the values of their readers.

Children's Literature - M.O. Grenby 2014-04-14

Provides a thorough history of British and North American children's literature from the 17th century to the present day. Now fully revised and updated, this new edition includes: a new chapter on illustrated and picture books (and includes 8 illustrations); an expanded glossary; an updated further reading section. *Children's Literature* traces the development of the main genres of children's books one by one, including fables, fantasy, adventure stories, moral tales, family stories, school stories, children's poetry and illustrated and picture books. Grenby shows how these forms have evolved over 300 years and asks why most children's books, even today, continue to fall into one or other of these generic categories. Combining detailed analysis of particular key texts and a broad survey of hundreds of books written and illustrated for children, this volume considers both long forgotten and still famous titles, as well as the new classics of the genre all of them loved by children and adults alike, but also fascinating and challenging for the critic and cultural historian. Key Features: Broad historical range; Coverage of neglected as well as well-known texts; Focus on the main genres of children's literature; Thoroughly up-to-date in terms of primary texts and critical material

Ugandan Children's Literature and Its Implications for Cultural and Global Learning in TEFL - Stephanie Schaidt 2018-01-15

The present study adds to TEFL discourse in several ways. First of all, it contributes to the widening of the canon as it focuses on Ugandan children's fiction. Secondly, the research connects to the few empirical studies that exist in the field. It provides further implications for cultural

and global learning and literary didactics in TEFL derived from insights into the mental processes of a group of Year 9 students in Germany engaging with Ugandan children's fiction within the scope of an extensive reading project.

New World Orders in Contemporary Children's Literature - Clare Bradford 2011-06-15

Children's texts are highly responsive to social change and to global politics, and are implicated in shaping the values of children and young people. *New World Orders*, now in paperback for the first time, shows how texts for children and young people have responded to the cultural, economic and political movements of the last fifteen years. With a focus on international children's texts produced between 1988 and 2006, the authors discuss how utopian and dystopian tropes are pressed into service to project possible futures to child readers. The book considers what these texts have to say about globalization, neocolonialism, environmental issues, pressures on families and communities, and the idea of the posthuman. This fascinating volume is the first thorough study of how children's books imagine and propose possible worlds and societies.

Children's Literature and Intergenerational Relationships - Justyna Deszcz-Tryhubczak 2021-04-23

Children's Literature and Intergenerational Relationships: Encounters of the Playful Kind explores ways in which children's literature becomes the object and catalyst of play that brings younger and older generations closer to one another. Providing examples from diverse cultural and historical contexts, this collection argues that children's texts promote intergenerational play through the use of literary devices and graphic formats and that they may prompt joint play practices in the real world. The book offers a distinctive contribution to children's literature scholarship by shifting critical attention away from the difference and conflict between children and adults to the exploration of inter-age interdependencies as equally crucial aspects of human life, presenting a new perspective for all who research and work with children's culture in times of global aging.

Parenting Through Pop Culture - JL Schatz 2020-03-05

With the ever-increasing amount of media children are consuming, it has become important for parents to learn how to help them navigate this consumption productively. All too often, the only approach to screen time by parents is a question of limiting how much and what kind. Instead, if parents and educators can adopt a more nuanced relationship to media and education, adults and children can come together in order to engage with and deconstruct the messages that are embedded in popular culture. This enables children to become more informed citizens. This collection seeks to do just that by providing a series of essays on strategies to engage children with varying topics and programming to ensure that media consumption is an active process that promotes social and political awareness instead of apathetic entertainment.

Story in Children's Lives: Contributions of the Narrative Mode to Early Childhood Development, Literacy, and Learning - Kelli Jo Kerry-Moran 2019-09-27

This book is based on the power of stories to support children in all areas of their lives. It examines the role narratives can play in encouraging growth in contexts and domains such as personal and family identity, creative movement, memory and self-concept, social relationships, or developing a sense of humor. Each chapter describes innovative and research-based applications of narratives such as movement stories, visual narratives to develop historical thinking, multimodal storytelling, bibliotherapy, mathematics stories, family stories, and social narratives. The chapters elaborate on the strength of narratives in supporting the whole child in diverse contexts from young children on the autism spectrum improving their social skills at school, to four- and five-year-olds developing historical thinking, to children who are refugees or asylum-seekers dealing with uncertainty and loss. Written by accomplished teachers, researchers, specialists, teaching artists and teacher educators from several countries and backgrounds, the book fills a gap in the literature on narratives. "...this work delves into the topic of narratives in young children's lives with a breadth of topics and depth of study not found elsewhere." "Collectively, the insights of the contributors

build a convincing case for emphasizing story across the various disciplines and developmental domains of the early childhood years." "The writing style is scholarly, yet accessible. Authors used a wide array of visual material to make their points clearer and show the reader what meaningful uses of story "look like". Mary Renck Jalongo, Journal and Book Series Editor Springer Indiana, PA, USA

Prizing Children's Literature - Kenneth B. Kidd 2016-11-10

Children's book awards have mushroomed since the early twentieth-century and especially since the 1960s, when literary prizing became a favored strategy for both commercial promotion and canon-making. There are over 300 awards for English-language titles alone, but despite the profound impact of children's book awards, scholars have paid relatively little attention to them. This book is the first scholarly volume devoted to the analysis of Anglophone children's book awards in historical and cultural context. With attention to both political and aesthetic concerns, the book offers original and diverse scholarship on prizing practices and their consequences in Australia, Canada, and especially the United States. Contributors offer both case studies of particular awards and analysis of broader trends in literary evaluation and elevation, drawing on theoretical work on canonization and cultural capital. Sections interrogate the complex and often unconscious ideological work of prizing, the ongoing tension between formalist awards and so-called identity-based awards — all the more urgent in light of the "We Need Diverse Books" campaign — the ever-morphing forms and parameters of prizing, and scholarly practices of prizing. Among the many awards discussed are the Pura Belpré Medal, the Inky Awards, the Canada Governor General Literary Award, the Printz Award, the Best Animated Feature Oscar, the Phoenix Award, and the John Newbery Medal, giving due attention to prizes for fiction as well as for non-fiction, poetry, and film. This volume will interest scholars in literary and cultural studies, social history, book history, sociology, education, library and information science, and anyone concerned with children's literature.

Modern Children's Literature - Catherine Butler 2014-12-12

An established introductory textbook that provides students with a guide to developments in children's literature over time and across genres. This stimulating collection of critical essays written by a team of subject experts explores key British, American and Australian works, from picture books and texts for younger children, through to graphic novels and young adult fiction. It combines accessible close readings of children's texts with informed examinations of genres, issues and critical contexts, making it an essential practical book for students. This is an ideal core text for dedicated modules on Children's literature which may be offered at the upper levels of an undergraduate literature or education degree. In addition it is a crucial resource for students who may be studying children's literature for the first time as part of a taught postgraduate degree in literature or education. New to this Edition: - Revised and updated throughout in light of recent children's books and the latest research - Includes new coverage of key topics such as canon formation, fantasy and technology - Features an essay on children's poetry by the former Children's Laureate, Michael Rosen
Keywords for Children's Literature - Philip Nel 2011-06-13
49 original essays on the essential terms and concepts in children's literature

Children's Literature - Pat Pinsent 2016-04-08

This invaluable Guide surveys the key critical works and debates in the vibrant field of children's literature since its inception. Leading expert Pat Pinsent combines a chronological overview of developments in the genre with analysis of key theorists and theories, and subject-specific methodologies.

Edinburgh Companion to Children's Literature - Clementine Beauvais 2018-02-16

Introduces you to the promises and problems of Charles Taylor's thought in major contemporary debates

Multiracial Identity in Children's Literature - Amina Chaudhri 2017-02-10
Racially mixed children make up the fastest growing youth demographic in the U.S., and teachers of diverse populations need to be mindful in selecting literature that their students can identify with. This volume

explores how books for elementary school students depict and reflect multiracial experiences through text and images. Chaudhri examines contemporary children's literature to demonstrate the role these books play in perpetuating and resisting stereotypes and the ways in which they might influence their readers. Through critical analysis of contemporary children's fiction, Chaudhri highlights the connections between context, literature, and personal experience to deepen our understanding of how children's books treat multiracial identity.

The Oxford Handbook of Children's Literature - Julia Mickenberg 2012-11-29

Remarkably well researched, the essays consider a wide range of texts - from the U.S., Britain and Canada - and take a variety of theoretical approaches, including formalism and Marxism and those related to psychology, postcolonialism, reception, feminism, queer studies, and performance studies ... This collection pushes boundaries of genre, notions of childhood ... Choice. Back cover of book.

Indians in Victorian Children's Narratives - Shilpa Daithota Bhat 2017-05-18

This book analyzes the use of animal imagery in children's literature produced by British writers. It encapsulates the agenda of consciously training British children through underscoring resources and fauna in India pursued by the British society in the nineteenth century Victorian England.

Colonial India in Children's Literature - Supriya Goswami 2012-07-26
Colonial India in Children's Literature is the first book-length study to explore the intersections of children's literature and defining historical moments in colonial India. Engaging with important theoretical and critical literature that deals with colonialism, hegemony, and marginalization in children's literature, Goswami proposes that British, Anglo-Indian, and Bengali children's literature respond to five key historical events: the missionary debates preceding the Charter Act of 1813, the defeat of Tipu Sultan, the Mutiny of 1857, the birth of Indian nationalism, and the Swadeshi movement resulting from the Partition of Bengal in 1905. Through a study of works by Mary Sherwood

(1775-1851), Barbara Hofland (1770-1844), Sara Jeanette Duncan (1861-1922), Rudyard Kipling (1865-1936), Upendrakishore Ray (1863-1915), and Sukumar Ray (1887-1923), Goswami examines how children's literature negotiates and represents these momentous historical forces that unsettled Britain's imperial ambitions in India. Goswami argues that nineteenth-century British and Anglo-Indian children's texts reflect two distinct moods in Britain's colonial enterprise in India. Sherwood and Hofland (writing before 1857) use the tropes of conversion and captivity as a means of awakening children to the dangers of India, whereas Duncan and Kipling shift the emphasis to martial prowess, adaptability, and empirical knowledge as defining qualities in British and Anglo-Indian children. Furthermore, Goswami's analysis of early nineteenth-century children's texts written by women authors redresses the preoccupation with male authors and boys' adventure stories that have largely informed discussions of juvenility in the context of colonial India. This groundbreaking book also seeks to open up the canon by examining early twentieth-century Bengali children's texts that not only draw literary inspiration from nineteenth-century British children's literature, but whose themes are equally shaped by empire.

Child Autonomy and Child Governance in Children's Literature - Christopher Kelen 2016-11-18

This book explores representations of child autonomy and self-governance in children's literature. The idea of child rule and child realms is central to children's literature, and childhood is frequently represented as a state of being, with children seen as aliens in need of passports to Adultland (and vice versa). In a sense all children's literature depends on the idea that children are different, separate, and in command of their own imaginative spaces and places. Although the idea of child rule is a persistent theme in discussions of children's literature (or about children and childhood) the metaphor itself has never been properly unpacked with critical reference to examples from those many texts that are contingent on the authority and/or power of children. Child governance and autonomy can be seen as natural or perverse; it

can be displayed as a threat or as a promise. Accordingly, the "child rule"-motif can be seen in Robinsonades and horror films, in philosophical treatises and in series fiction. The representations of self-ruling children are manifold and ambivalent, and range from the idyllic to the nightmarish. Contributors to this volume visit a range of texts in which children are, in various ways, empowered, discussing whether childhood itself may be thought of as a nationality, and what that may imply. This collection shows how representations of child governance have been used for different ideological, aesthetic, and pedagogical reasons, and will appeal to scholars of children's literature, childhood studies, and cultural studies.

Landscape in Children's Literature - Jane Suzanne Carroll 2012-08-06
This book provides a new critical methodology for the study of landscapes in children's literature. Treating landscape as the integration of unchanging and irreducible physical elements, or topoi, Carroll identifies and analyses four kinds of space — sacred spaces, green spaces, roadways, and lapsed spaces — that are the component elements of the physical environments of canonical British children's fantasy. Using Susan Cooper's *The Dark Is Rising Sequence* as the test-case for this methodology, the book traces the development of the physical features and symbolic functions of landscape topoi from their earliest inception in medieval vernacular texts through to contemporary children's literature. The identification and analysis of landscape topoi synthesizes recent theories about interstitial space together with earlier morphological and topoanalytical studies, enabling the study of fictional landscapes in terms of their physical characteristics as well as in terms of their relationship with contemporary texts and historical precedents. Ultimately, by providing topoanalytical studies of other children's texts, Carroll proposes topoanalysis as a rich critical method for the study and understanding of children's literature and indicates how the findings of this approach may be expanded upon. In offering both transferable methodologies and detailed case-studies, this book outlines a new approach to literary landscapes as geographical places within socio-historical contexts.

Children's Literature Studies - Matthew O. Grenby 2011-05-24

Children's literature is a rapidly expanding field of research which presents students and researchers with a number of practical and intellectual challenges. This research handbook is the first devoted to the specialist skills and complexities of studying children's literature at university level. Bringing together the expertise of leading international scholars, it combines practical advice with in-depth discussion of critical approaches. Wide-ranging in approach, *Children's Literature Studies: A Research Handbook*: - Considers 'children's literature' in its fullest sense, examining visual texts (such as picturebooks), films, computer games and other 'transformed' texts, as well as more traditional modes of writing for children - Offers a step-by-step guide to devising, starting and carrying out a research project (such as a dissertation or thesis), and advice on what kinds of research it is possible and profitable to undertake - Surveys the different methodologies and theoretical approaches used by children's literature scholars - Includes case studies, questions and exercises to reinforce ideas discussed in each chapter - Provides lists of further reading and a specialist glossary that will remain a useful reference resource This handbook will be an essential companion for those studying children's literature, whether as undergraduates, postgraduates, or beyond.

Human Rights in Children's Literature - Jonathan Todres 2016

How can children grow to realize their inherent human rights and respect the rights of others? This book explores this question through children's literature from 'Peter Rabbit' to 'Horton Hears a Who!' to Harry Potter. The authors investigate children's rights under international law - identity and family rights, the right to be heard, the right to be free from discrimination, and other civil, political, economic, social and cultural rights - and consider the way in which those rights are embedded in children's literature.

The Nation in Children's Literature - Christopher Kelen 2013

This book explores the meaning of nation or nationalism in children's literature and how it constructs and represents different national experiences. The contributors discuss diverse aspects of children's

literature and film from interdisciplinary and multicultural approaches, ranging from the short story and novel to science fiction and fantasy from a range of locations including Canada, Australia, Taiwan, Norway, America, Italy, Great Britain, Iceland, Africa, Japan, South Korea, India, Sweden and Greece. The emergence of modern nation-states can be seen as coinciding with the historical rise of children's literature, while stateless or diasporic nations have frequently formulated their national consciousness and experience through children's literature, both instructing children as future citizens and highlighting how ideas of childhood inform the discourses of nation and citizenship. Because nation and childhood are so intimately connected, it is crucial for critics and scholars to shed light on how children's literatures have constructed and represented historically different national experiences. At the same time, given the massive political and demographic changes in the world since the nineteenth century and the formation of nation states, it is also crucial to evaluate how the national has been challenged by changing national languages through globalization, international commerce, and the rise of English. This book discusses how the idea of childhood pervades the rhetoric of nation and citizenship, and how children and childhood are represented across the globe through literature and film.

Experiencing Environment and Place through Children's Literature - Amy Cutter-Mackenzie 2014-06-11

Recent scholarship on children's literature displays a wide variety of interests in classic and contemporary children's books. While environmental and ecological concerns have led to an interest in 'ecocriticism', as yet there is little on the significance of the ecological imagination and experience to both the authors and readers - young and old - of these texts. This edited collection brings together a set of original international research-based chapters to explore the role of children's literature in learning about environments and places, with a focus on how children's literature may inform and enrich our imagination, experiences and responses to environmental challenges and injustice. Contributions from Australia, Canada, USA and UK explore the diverse ways in which children's literature can provide what are

arguably some of the first and possibly most formative engagements that some children might have with 'nature'. Chapters examine classic and new storybooks, mythic tales, and image-based and/or written texts read at home, in school and in the field. Contributors focus on exploring how children's literature mediates and informs our imagination and

understandings of diverse environments and places, and how it might open our eyes and lives to other presences, understandings and priorities through stories, their telling and re-telling, and their analysis. This book was originally published as a special issue of Environmental Education Research.