LANDSCAPE IN CHILDREN'S LITERATURE

Jane Suzanne Carroll

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<u>Landscape In Childrens Literature Childrens Literature</u> <u>And Culture</u>

Eleanor Spencer, Jade Dillon Craig

Landscape In Childrens Literature Childrens Literature And Culture:

Landscape in Children's Literature Jane 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 and Culture Rebecca Rowe, 2025-08-08 Children's Literature and Culture An Introduction guides readers in the study of culture in around and through children's literature Children's literature has long been used as a mechanism by which a culture passes its values from one generation to the next Because of this culturally didactic purpose children's literature can be viewed as one of the most fruitful areas of study of any given culture At the same time studying the cultures from which works of children's literature emerge and in which they circulate can also help better understand not only the ideas of childhood that underpin individual texts for children but the role they play in the construction and transmission of different cultural ideologies This book teaches readers this double work of using culture to understand children's literature and vice versa This volume traces the scholarly methodologies and histories that have attended the study of each of the 20 chapters given subject from the representation of race in and around children's literature to questions of censorship to how libraries can and do shape children's literature In the process it prepares readers to confidently enter and forward scholarly debates and to teach such debates to their own Maps and Mapping in Children's Literature Nina Goga, Bettina Kümmerling-Meibauer, 2017-08-15 Maps and students Mapping in Children's Literature is the first comprehensive study that investigates the representation of maps in children's books as well as the impact of mapping on the depiction of landscapes seascapes and cityscapes in children's literature The chapters in this volume pursue a comparative approach as they represent a wide spectrum of diverse genres and national children's literatures by examining a wealth of children's books from Canada Denmark Germany Italy Norway Russia the United Kingdom and the USA The theoretical and methodological approaches range from literary studies developmental

psychology maps and geography literacy ecocriticism historical contextualization with both new historicist and political historical leanings and intermediality to materialist cartographies cultural studies island studies and genre studies By this this volume aims at embedding children's literature in a broader field of literary and cultural studies thus situating children's literature research within a general context of literary theory The Early Reader in Children's Literature and Culture Jennifer Miskec, Annette Wannamaker, 2015-12-22 This is the first volume to consider the popular literary category of Early Readers books written and designed for children who are just beginning to read independently It argues that Early Readers deserve more scholarly attention and careful thought because they are for many younger readers their first opportunity to engage with a work of literature on their own to feel a sense of mastery over a text and to experience pleasure from the act of reading independently Using interdisciplinary approaches that draw upon and synthesize research being done in education child psychology sociology cultural studies and children's literature the volume visits Early Readers from a variety of angles as teaching tools as cultural artifacts that shape cultural and individual subjectivity as mass produced products sold to a niche market of parents educators and young children and as aesthetic objects works of literature and art with specific conventions Examining the reasons such books are so popular with young readers as well as the reasons that some adults challenge and censor them the volume considers the ways Early Readers contribute to the construction of younger children as readers thinkers consumers and as gendered raced classed subjects It also addresses children s texts that have been translated and sold around the globe examining them as part of an increasingly transnational children's media culture that may add to or supplant regional ethnic and national children's literatures and cultures While this collection focuses mostly on books written in English and often aimed at children living in the US it is important to acknowledge that these Early Readers are a major US cultural export influencing the reading habits and development of children across the globe Literature in Place Željka Flegar, Jennifer M. Miskec, 2024 Children's Literature in Place Surveying the Landscapes of Children's Culture is an edited collection dedicated to individual international and interdisciplinary considerations of the places and spaces of children's literature media and culture **Ecocritical Perspectives on Children's Texts and** Cultures Nina Goga, Lykke Guanio-Uluru, Bjørg Oddrun Hallås, Aslaug Nyrnes, 2018-06-11 This volume presents key contributions to the study of ecocriticism in Nordic children's and YA literary and cultural texts in dialogue with international classics It investigates the extent to which texts for children and young adults reflect current environmental concerns The chapters are grouped into five thematic areas Ethics and Aesthetics Landscape Vegetal Animal and Human and together they explore Nordic representations and a Nordic conception or feeling of nature The textual analyses are complemented with the lived experiences of outdoor learning practices in preschools and schools captured through children s own statements The volume highlights the growing influence of posthumanist theory and the continuing traces of anthropocentric concerns within contemporary children's literature and culture and a non dualistic understanding of nature culture interaction is reflected in

the conceptual tool of the volume The Nature in Culture Matrix **Textual Transformations in Children's Literature** Benjamin Lefebvre, 2013 This book offers new critical approaches for the study of adaptations abridgments translations parodies and mash ups that occur internationally in contemporary children's culture It follows recent shifts in adaptation studies that call for a move beyond fidelity criticism a paradigm that measures the success of an adaptation by the level of fidelity to the original text toward a methodology that considers the adaptation to be always already in conversation with the adapted text This book visits children's literature and culture in order to consider the generic pedagogical and ideological underpinnings that drive both the process and the product Focusing on novels as well as folktales films graphic novels and anime the authors consider the challenges inherent in transforming the work of authors such as William Shakespeare Charles Perrault L M Montgomery Laura Ingalls Wilder and A A Milne into new forms that are palatable for later audiences particularly when for perceived ideological or political reasons the textual transformation is not only unavoidable but entirely necessary Contributors consider the challenges inherent in transforming stories and characters from one type of text to another across genres languages and time offering a range of new models that will inform future scholarship **Literature and the Posthuman** Zoe Jagues, 2015-02-11 An investigation of identity formation in children's literature this book brings together children's literature and recent critical concerns with posthuman identity to argue that children's fiction offers sophisticated interventions into debates about what it means to be human and in particular about humanity s relationship to animals and the natural world In complicating questions of human identity ecology gender and technology Jagues engages with a multifaceted posthumanism to understand how philosophy can emerge from children's fantasy disclosing how such fantasy can build upon earlier traditions to represent complex issues of humanness to younger audiences Interrogating the place of the human through the non human whether animal or mechanical leads this book to have interpretations that radically depart from the critical tradition which in its concerns with the socialization and representation of the child has ignored larger epistemologies of humanness The book considers canonical texts of children's literature alongside recent bestsellers and films locating texts such as Gulliver's Travels 1726 Pinocchio 1883 and the Alice books 1865 1871 as important works in the evolution of posthuman ideas This study provides radical new readings of children's literature and demonstrates that the genre offers sophisticated interventions into the nature boundaries and dominion of humanity

Subjectivity in Asian Children's Literature and Film John Stephens, 2013 This book establishes the ground for a dialogue in children's literature scholarship between East and West about subjectivity selfhood and identity Essays explore the theoretical concerns of globalization multi culturalism and glocalization and cover children's literature and film in Japan India Pakistan Korea Vietnam Taiwan Australia Thailand and the Philippines The Nation in Children's Literature Christopher Kelen, Björn Sundmark, 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 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 Understanding Children's Literature Peter Hunt, 2006-05-17 Edited by Peter Hunt a leading figure in the field debates this book introduces the study of children's literature addressing theoretical questions as well as the most relevant critical approaches to the discipline The fourteen chapters draw on insights from academic disciplines ranging from cultural and literary studies to education and psychology and include an essay on what writers for children think about their craft The result is a fascinating array of perspectives on key topics in children's literature as well as an introduction to such diverse concerns as literacy ideology stylistics feminism history culture and bibliotherapy An extensive general bibliography is complemented by lists of further reading for each chapter and a glossary defines critical and technical terms making the book accessible for those coming to the field or to a particular approach for the first time In this second edition there are four entirely new chapters contributors have revisited and revised or rewritten seven of the chapters to reflect new thinking while the remaining three are classic essays widely acknowledged to be definitive Understanding Children's Literature will not only be an invaluable guide for students of literature or education but it will also inform and enrich the practice of teachers and Antarctica in British Children's Literature Sinead Moriarty, 2020-11-29 For over a century British authors have librarians been writing about the Antarctic for child readers yet this body of literature has never been explored in detail Antarctica in British Children's Literature examines this field for the first time identifying the dominant genres and recurrent themes and tropes while interrogating how this landscape has been constructed as a wilderness within British literature for children The text is divided into two sections Part I focuses on the stories of early twentieth century explorers such as Robert F Scott and Ernest Shackleton Antarctica in British Children's Literature highlights the impact of children's literature on the expedition

writings of Robert Scott including the influence of Scott's close friend author I M Barrie The text also reveals the important role of children's literature in the contemporary resurgence of interest in Scott's long term rival Ernest Shackleton Part II focuses on fictional narratives set in the Antarctic including early twentieth century whaling literature adventure and fantasy texts contemporary animal stories and environmental texts for children Together these two sections provide an insight into how depictions of this unique continent have changed over the past century reflecting transformations in attitudes towards wilderness and wild landscapes Constructing the Canon of Children's Literature Anne Lundin, 2004-10-15 In this pioneering historical study Anne Lundin argues that schools libraries professional organizations and the media together create and influence the constantly changing canon of children's literature Lundin examines the circumstances out of which the canon emerges and its effect on the production of children's literature The volume includes a comprehensive list of canonical titles for reference Cultural Encounters in Translated Children's Literature Helen Frank, 2014-04-08 Cultural Encounters in Translated Children's Literature offers a detailed and innovative model of analysis for examining the complexities of translating children's literature and sheds light on the interpretive choices at work in moving texts from one culture to another The core of the study addresses the issue of how images of a nation locale or country are constructed in translated children's literature with the translation of Australian children's fiction into French serving as a case study Issues examined include the selection of books for translation the relationship between children's books and the national and international publishing industry the packaging of translations and the importance of titles blurbs and covers the linguistic and stylistic features specific to translating for children intertextual references the function of the translation in the target culture didactic and pedagogical aims euphemistic language and explicitation and literariness in translated texts The findings of the case study suggest that the most common constructs of Australia in French translations reveal a preponderance of traditional Eurocentric signifiers that identify Australia with the outback the antipodes the exotic the wild the unknown the void the end of the world the young and innocent nation and the Far West Contemporary signifiers that construct Australia as urban multicultural Aboriginal worldly and inharmonious are seriously under represented The study also shows that French translations are conventional conservative and didactic showing preference for an exotic rather than local specificity with systematic manipulation of Australian referents betraying a perception of Australia as antipodean rural exoticism The significance of the study lies in underscoring the manner in which a given culture is constructed in another cultural milieu especially through translated children's literature Representing Africa in Children's Literature Vivian Yenika-Agbaw, 2007-12-13 Representing Africa in Children's Literature explores how African and Western authors portray youth in contemporary African societies critically examining the dominant images of Africa and Africans in books published between 1960 and 2005 The book focuses on contemporary children's and young adult literature set in Africa examining issues regarding colonialism the politics of representation and the challenges posed to both insiders and outsiders writing

about Africa for children Family in Children's and Young Adult Literature Eleanor Spencer, Jade Dillon Craig, 2023-11-07 Family in Children's and Young Adult Literature is a comprehensive study of the family in Anglophone children's and Young Adult literature from the early nineteenth century to the present day Written by intellectual leaders in the field from the UK the Americas Europe and Australia this collection of essays explores the significance of the family and of familial and quasi familial relationships in texts by a wide range of authors including the Grimms Frances Hodgson Burnett Rudyard Kipling Enid Blyton Judy Blume Jaqueline Wilson Malorie Blackman Melvin Burgess J K Rowling Neil Gaiman and others Author based and critical survey essays explore evolving depictions of LGBTQIA and BAME families migrant and refugee narratives the popular tropes of the orphan protagonist and the wicked stepmother sibling and intergenerational familial relationships fathers and fatherhood the anthropomorphic animal and surrogate family and the fractured family in paranormal and dystopian YA literature The breadth of essays in Family in Children's and Young Adult Literature encourages readers to think beyond the outdated but culturally privileged nuclear family and is a vital resource for students academics educators and Children's Literature Collections Keith O'Sullivan, Pádraic Whyte, 2017-05-19 This book provides scholars practitioners both national and international with a basis for advanced research in children's literature in collections Examining books for children published across five centuries gathered from the collections in Dublin this unique volume advances causes in collecting librarianship education and children's literature studies more generally It facilitates processes of discovery and recovery that present various pathways for researchers with diverse interests in children's books to engage with collections From book histories through bookselling information on collectors and histories of education to close text analyses it is evident that there are various approaches to researching collections In this volume three dominant approaches emerge history and canonicity author and text ideals and institutions Through its focus on varied materials from fiction to textbooks this volume illuminates how cities can articulate a vision of children's literature through particular collections and institutional practices Second-Generation Memory and Contemporary Children's Literature Anastasia Ulanowicz, 2013-09-02 Winner of the Children's Literature Association Book Award This book visits a range of textual forms including diary novel and picturebook to explore the relationship between second generation memory and contemporary children's literature Ulanowicz argues that second generation memory informed by intimate family relationships textual mediation and technology is characterized by vicarious rather than direct experience of the past As such children's literature is particularly well suited to the representation of second generation memory insofar as children's fiction is particularly invested in the transmission and reproduction of cultural memory and its form promotes the formation of various complex intergenerational relationships Further children's books that depict second generation memory have the potential to challenge conventional Western notions of selfhood and ethics This study shows how novels such as Lois Lowry s The Giver 1993 and Judy Blume's Starring Sally I Freedman as Herself 1977 both of which feature protagonists who adapt their elders

memories into their own mnemonic repertoires implicitly reject Cartesian notions of the unified subject in favor of a view of identity as always already social relational and dynamic in character This book not only questions how and why second generation memory is represented in books for young people but whether such representations of memory might be considered radical or conservative Together these analyses address a topic that has not been explored fully within the fields of children's literature trauma and memory studies and Holocaust studies Fantasy and the Real World in British Children's Literature Caroline Webb, 2014-09-15 This study examines the children's books of three extraordinary British writers J K Rowling Diana Wynne Jones and Terry Pratchett and investigates their sophisticated use of narrative strategies not only to engage children in reading but to educate them into becoming mature readers and indeed individuals The book demonstrates how in quite different ways these writers establish reader expectations by drawing on conventions in existing genres only to subvert those expectations Their strategies lead young readers to evaluate for themselves both the power of story to shape our understanding of the world and to develop a sense of identity and agency Rowling Jones and Pratchett provide their readers with fantasies that are pleasurable and imaginative but far from encouraging escape from reality they convey important lessons about the complexities and challenges of the real world and how these may be faced and solved All three writers deploy the tropes and imaginative possibilities of fantasy to disturb challenge and enlarge the world of their readers

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