UKR 699 B1: Children's Literature in Ukrainian (Winter 2009)
Department of Modern Languages and Cultural Studies
www.mlcs.ca

Instructor
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Office Hours: TBA

THERE WILL BE NO CLASSES HELD ON JANUARY 7 (CHRISTMAS DAY in the Julian Calendar)

Course Prerequisites: UKR 304 (or former 402), or consent of Department.

Course-based Ethics Approval in place regarding all research projects that involve human testing, questionnaires, etc.?
☐ Yes  √ No, not needed, no such projects involved

Community Service Learning component: None
Past or Representative Evaluative Course Material available at Exam registry, Students’ Union
http://www.su.ualberta.ca/services_and_businesses/services/infolink/exams

Course Description and Objectives:
This advanced-level language course offers a comparative perspective on the history of children’s literature and highlights changing attitudes toward the child in Ukrainian culture. Topics include: major archetypes and motifs; the adaptation of popular genres (poetry, folk tales, legends and riddles); folklore and fakelore; the construction of stereotypes; the city vs. the village; as well as publishing and illustration trends after independence.

Students will engage in comparative exercises, and apply current theoretical models to address topics that are relevant to their field of research—be it translation theory, literary history, educational practices, or folklore.

At the end of the semester students should be able to discuss in Ukrainian representations of, and social attitudes toward, childhood, and analyze the cultural premises embedded in a variety of material, verbal and visual, including cartoons and films.

Required Texts and Subscription:
A. Most texts are available on the Internet (please see a sample below). Selected material will be available in Xeroxed handouts. (Instructor will collect a small fee at the end of the semester to cover costs).

   Словограй http://slovogray.narod.ru/
   Діти України http://www.children.edu-ua.net/documents.php?section_id=142
   Закладка http://zakladka.org.ua/search-ценарії-дитячих-казок.html
   Весела абетка http://abetka.ukrlife.org/tb.html

B. Subscription to UKRAINA TV, an internet service offering Ukrainian TV news on a daily basis, and a collection of video clips that includes, among other, material for children. Please visit: http://www.ukrainatv.com/eng/catalogue/News/

C. Bibliography (attached at the end of this syllabus)
SUGGESTED MATERIALS

1. M. L. Podvezko and M.I. Balla, *English-Ukrainian Dictionary*. (May be purchased from the Canadian Institute of Ukrainian Studies, Pembina Hall 4-50, University of Alberta, office hours: 8:00 am – 4:00 pm; phone 780-492-2972. Bring your student ID card for a 10% discount.)
   2. Alternately, the above dictionary may be purchased from the Ukrainian Bookstore in Edmonton (10215 - 97 Street, and is open M-F 9:00-5:00, S 9:00-4:00. 780-422-4255. <http://www.ukrainianbookstore.com>, which also carries:
      * C. H. Andrusyshen, *Ukrainian-English Dictionary*
      * M.L.Podvezko, *Ukrainian-English Dictionary*

3. Andrij Hornjatkevyc, *Ukrainian Reference Grammar*
   To obtain more information about this digital publication, visit: http://www.arts.ualberta.ca/~ukraina/e_books/current_e_books/urge/

4. Andrij Hornjatkevyc, *530 Ukrainian Verbs* fully conjugated
   To obtain more information about this digital publication, visit: http://www.arts.ualberta.ca/~ukraina/e_books/current_e_books/verbs/

5. WEB-Dictionaries:
   Ukrainian-English Dictionary:  http://ukrmova.virtualave.net/dictios/cgi-bin/oluaen.pl
   English-Ukrainian Dictionary: http://lingresua.tripod.com/cgi-bin/onlinedic.pl
   English-Ukrainian / Ukrainian English: http://www.cybermova.com/online/

Grade Distribution:
- Attendance (5%) and active participation (5%) in class discussions: 10%
- Six brief e-mail reports and discussion (one every second week): 15%
- Outline (with vocabulary list) & Bibliography for Oral Presentation [to be submitted in advance of presentation] 09%
- Thirty-minute Oral Presentation on a particular "text" or set of "texts" 09%
- Quizzes after each presentation 05%
- Take-home test, due February 23 15%
- Book review (5 pp) due March 27 15%
- Term Project with bibliography (18-20 pp typed) due on April 25 22%

Grade Scale in MLCS for Graduate Students:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Excellent</td>
<td>A+ 97-100</td>
</tr>
<tr>
<td>Good</td>
<td>A 93-96</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>A- 90-92</td>
</tr>
<tr>
<td>Failure</td>
<td>B 79-86</td>
</tr>
<tr>
<td></td>
<td>B- 74-78</td>
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<tr>
<td></td>
<td>C 68-73</td>
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<td>C- 58-62</td>
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<td>D 50-53</td>
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<td></td>
<td>D- 49-49</td>
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</tbody>
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TO THE UKR 699 STUDENT

Ukrainian rules of etiquette will prevail in the classroom and conversation section; students and instructors will reciprocally address each other using the respectful Ви.

Concerning oral presentation:
The oral presentation may be devoted to one or more texts for children. It may be a critical analysis, a comparison with similar text/s in other cultures, or a discussion of the manner in which the text/s reflect specific aspects of Ukrainian culture and/or folklore. The evaluation of the presentation is based on its content (is there enough information?), organization, delivery (did the speaker speak clearly, maintaining eye contact with the audience, etc.?), response (did the audience pose questions / engage in discussion?). Each presentation will be preceded by a vocabulary lesson, prepared by the presenter, and followed by questions (to the presenter) and discussion. At the subsequent class the presenter will have the opportunity to quiz classmates concerning the subject matter of the presentation. The oral presentation may serve as a basis for term project.

Criteria for Evaluating Graduate Student Essays

EXCELLENT (A+ [97-100])
(10%) The introduction is comprehensive, covering all important points of the essay and the manner in which its arguments will develop. There is thorough awareness concerning the literature on the topic and of the key arguments that pertain to it, as well as the history of their development.

UKR 699 Children's Literature (Winter 2009) Syllabus, p. 2
(30%) Content is relevant throughout the essay. The essay's arguments are appropriate and the analysis is not only thorough and persuasive, but also innovative. There is clear understanding of the problem at hand and the most relevant literature has been integrated. The exemplification is extensive, insightful, and answers the question. Alternately, it reformulates the question.

(30%) The underlying literary/cultural/philosophical (etc.) theory has been thoroughly grasped and integrated systematically with dexterity and insight. The essay demonstrates innovative thinking.

(10%) The concluding comments are critical and innovative. There is detailed analysis of most relevant aspects of argument. Conclusion/s is/are consistent with the content of the essay. The student has assumed a clear stance and marshaled compelling arguments for its validation.

(10%) The composition is clear. The language is technically sophisticated, efficient and powerful. There are no errors, be they in punctuation, spelling, semantic choice, grammar or syntax. Formatting is meticulous.

(10%) Supporting literature is abundant and always relevant, as well as efficient. Referencing is accurate and there are no bibliographical errors.

EXCELLENT (A [93-96]; A [90-92])

(10%) The introduction is comprehensive, covering most important points of the essay and the manner in which its arguments will develop. There is ample awareness concerning the literature on the topic.

(30%) Content is relevant throughout the essay. Its arguments are appropriate and the analysis is thorough and persuasive. There is a clear understanding of the problem at hand and most relevant literature has been integrated. The exemplification is extensive and insightful.

(30%) The underlying literary/cultural/philosophical (etc.) theory has been thoroughly grasped. Its integration is systematic but not mechanistic. The student is capable of assessing how theoretical insights support the essay's narrative argument.

(10%) The comments are mainly critical, rather than simply descriptive. Conclusions are consistent with the content of the essay. The student has assumed a clear stance and marshaled compelling arguments.

(10%) The composition is clear and sophisticated, making the arguments come across as compelling but balanced. Errors, be they in punctuation, spelling, semantic, grammar or syntax are rare. Formatting is meticulous.

(10%) Supporting literature is abundant and always relevant. Referencing is accurate and there are no bibliographical errors.

GOOD (B+ [87-89]; B [79-86])

(10%) The introduction is comprehensive and covers most important points of the essay and the development of its arguments. There is brief indication of awareness concerning the literature on the topic.

(30%) Content is relevant and supports the main thesis. The essay's arguments are sound. There is clear understanding of the problem at hand, and most relevant literature has been integrated with much persuasive exemplification.

(30%) There is evidence that the student has grasped the underlying literary/cultural/philosophical (etc.) theory. Moreover, the student has integrated this understanding of theory throughout the essay to support the essay's narrative.

(10%) There is some critical evaluation. Conclusions are consistent with the content of the essay, but the student has not assumed a clear stance on the topic.

(10%) The composition is clear and helps with the flow of the argument. There are almost no grammatical/ syntactical/spelling errors. Formatting is meticulous.

(10%) Supporting literature is relevant and significant in scope, albeit not always used effectively. Referencing is accurate and bibliographical errors, if any, are insignificant.

SATISFACTORY (B- [74-78])

(10%) The introduction is too broad and lacks detail concerning the essay's content. Some explanation concerning the scope of the essay's arguments and their development is given but without mention of the relevant literature.

(30%) Content is relevant, for the most part, and tends to support the main thesis. But the essay's arguments are undeveloped or not always logical. Most relevant literature is integrated with supportive exemplification.

(30%) There is evidence that underlying literary/cultural/philosophical (etc.) theory has been grasped. But there is no clear evidence how theoretical insights support the essay's narrative. There might be a tendency toward the mechanistic application of theoretical models.

(10%) There is no critical evaluation. However, conclusion/s is/are consistent with the content of the essay.

(10%) The composition is clear but somewhat puerile. Some grammatical/syntactical errors. Formatting is meticulous.

(10%) Supporting literature is relevant but limited. Referencing is not always accurate and there are a few bibliographical errors.

SATISFACTORY (C+ [68-73])

(10%) The introduction is weak and offers an incomplete or unclear explanation of the essay's content, the development of its arguments, and the literature on the topic.

(30%) Content is primarily descriptive. There are some literary/cultural (etc.) arguments, but they remain undeveloped. Analysis is limited and there is no indication as to the significance of the question/s posed. Some relevant literature is integrated and some exemplification presented.

(30%) References to underlying literary/cultural/philosophical (etc.) theory are few. They do not demonstrate an understanding how the theoretical models inform the essay's content.

(10%) Conclusions are too broad and generalizing, as well as unsubstantiated by the essay's contents. There is no critical evaluation.

UKR 699 Children's Literature (Winter 2009) Syllabus, p. 3
(10%) Arguments are undermined by unclear composition. Many grammatical/ syntactical errors, and spelling errors. The formatting is sloppy.
(10%) Paucity of relevant supporting literature. Many referencing errors. Many bibliographical errors.

FAILURE (C, C-, D+, D, F) 63 and less
(10%) The introduction is weak and does not introduce essay contents and manner in which its arguments will develop.
(30%) Content is undeveloped. There is no analysis or reflection on the relevance of the question/s posed. No relevant literature is integrated.
(30%) No appropriate reference is made to underlying literary/cultural/philosophical (etc.) theory.
(10%) Failure to make critical evaluation/s and relevant conclusions.
(10%) Poor writing, unclear composition, extensive grammatical/syntactical errors, and sloppy formatting.
(10%) Supporting literature is insufficient and/or irrelevant. Incorrect and/or unsystematic referencing. Absence of bibliography.

Attendance, Tardiness, and Homework
Like all language courses, this is a training course. Consequently, not only instructors, but also students are required to attend classes regularly and to arrive prepared and on time. Attendance will be taken at every class meeting. Unexcused absences will adversely affect the student's grade. Students who miss more than four hours of class after the registration deadline, will seriously undermine their performance and jeopardize their right to remain in the course.

If medical reasons prevent you from attending a class, notify your instructor by phone or e-mail. Students are responsible for making up all work that is missed due to excused or unexcused absence. Absence is NOT an excuse for lack of preparation upon return to class. Please contact a fellow student to obtain information about missed homework. The work to be made up must be handed in on the day the student returns to class. Tardiness is counted as an unexcused absence. Students arriving late will not be allowed to write tests.

Award available to Graduate Students in this course:
Anna and Wasyl Pylypiuk Memorial Prize
Field of Study: Ukrainian Language, Linguistics, and Literature
Value: $500.00, -- Number: 1

Conditions: Awarded to an undergraduate student with superior academic achievement in any senior level Ukrainian Language, Linguistics, or Literature course. Preference will be given to an undergraduate student majoring in Ukrainian Culture, Language and Literature. Alternatively, this prize may be awarded on the basis of superior academic achievement to a student registered in a MA or PhD degree program with a focus in either Ukrainian Linguistics or Literature.
TENTATIVE SCHEDULE OF READINGS IN WINTER 2009:

UKR 405 /505: Література для дітей і дитяча література
d-r Наталія Пилипюк

Приблизний порядок лектур
http://www.chl.kiev.ua/UKR/Ch_sour.htm#%D02
http://www.kazka.in.ua/Zbirky/Rejestr.html

січень:
“Кривенька качечка”
“Пан Коцький”
Інтер’ю з Владиславом Єрком (УНІАН)
http://culture.unian.net/ukr/detail/186817
“Пес Сірко”
“Рукачівка”

“Кирило Кожум’яка” [прочитайте про міт Антея / Anteus]
“Іля Муромець”

“Царівна жаба” [прочитайте про типології казок типу Frog prince / Frog Queen]

29 січня: виступають кобзарі Тарас Компаніченко і Юрій Фединський
перечитати лектури про Св. Георгія, legenda aurea, приклади безконечника

лютій:
“Золотий черевичок” [порівняйте з розповідями типу “Попелюшка” / Cinderella]
“Козак Мамарига” [порівняйте з розповідями типу “Мамай” / trickster ]
“Як Климко спровадив дідича в пекло”
“Кума смерть”
“Бідний чоловік і смерть”
16-20 лютого: немає заняття, треба написати домашнє завдання на 26 лютого

березень:
“Випарений піп”
“Яйце райце”
“Вовки колядники”
“Дванадцять дівок”
Презентації студентів починаються 12 березня

Раджу подивитися:
про народну казку
про міт
про обманщика
Структуралістичні підходи:

Bremond C. *L'étude structurale du récit depuis V. Propp. / A Semiotic Landscape: Proceedings of the International Association for Semiotic Studies."

Jason H. *Bibliographien zu Slawisch-folkloristischem Schriftgut - ausgewählt aus dem Vorlesungsrepertoire von Vladimir Propp*. Nanzan University, 2005
Nathhorst B. *Formal or structural studies of traditional tales: The usefulness of some methodological proposals advanced by Vladimir Propp, Alan Dundes, Claude Lévi-Strauss*. Stockholm: Almqvist & Wiksell, 1969
Propp V. *Theory and History of Folklore*. University of Minnesota Press, 1984
Propp V. *Russian Heroic Epos*. Moscow, 1958

Психоаналітичні та феміністичні підходи:


Про наратив, пам'ять і дитинство:


Bjorklid, Pia. *Children’s outdoor environment*. (Stockholm, 1982)


