

**English 3900G**

Tuesday 12:30-1:30pm; Thursday 12:30-2:30pm AHB 2R21  
Winter 2016

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T/Th. 2:30-3:30 or  
by appointment

Advertising is a central institution in our consumeristic culture, and children are an important but problematic target for the advertising industry: children wield power as potential consumers of toys, foods, and television programs, but lawmakers also seek to protect children from advertising that might compromise their health or values. Children's literature is situated uneasily within this cultural minefield. The stories we tell children are themselves products (sold in stores like Chapters or online on Amazon.com), and they are implicated in a merchandizing industry that peddles Anne of Green Gables dolls, Winnie the Pooh plush toys, and Disney princess lunch boxes. Many novels for children foreground these problems by examining the roles played by consumption, advertising, and branding in the formation of identity. In a society where we are increasingly defined by the products we purchase – and are expected to package *ourselves* as products we can peddle to clients, customers, and employers – children's literature offers a critical perspective on the distinction between person and product.

**Required Texts**

James Twitchell, *20 Ads that Shook the World*, Crown  
L.M. Montgomery, *Anne of the Island*, Seal  
L. Frank Baum, *The Wizard of Oz*, Puffin  
Roald Dahl, *Charlie and the Chocolate Factory*, Puffin  
E. Nesbit, *The Story of the Treasure Seekers*, Puffin  
E.B. White, *Charlotte's Web*, Harper Trophy  
Dr. Seuss, *Green Eggs and Ham*, Random House  
Annie Barrows and Sophie Blackall, *Ivy + Bean: No News is Good News*, Chronicle  
Suzanne Collins, *Catching Fire*, Scholastic  
Rainbow Rowell, *Fangirl*, St. Martin's Griffin

**Schedule of Classes**

Jan. 5 Introduction  
Jan. 7 Peanuts Christmas special  
**A World Before Advertising**  
Jan. 12-14 Twitchell, Introduction  
Joel Spring, "Liberation with Jell-O and Wonder Bread" from *Educating The Consumer-Citizen* (on reserve)  
L.M. Montgomery, chapters from *Anne of Green Gables*, *Anne of Avonlea*  
Jan. 19-21 L.M. Montgomery, *Anne of the Island*  
Twitchell, Ch. 3 Pears Soap





**Prerequisites**

Grading Rubric:

<b>Thesis</b>	<p>Excellent</p> <p>Good</p> <p>Satisfactory</p> <p>Poor Inadequate</p>	<p>Forceful, fresh and challenging</p> <p>Clear development of a specific thesis</p> <p>Reasonably clear thesis</p> <p>Unclear, overgeneral</p>
<b>Argument (ideas)</b>	<p>Excellent</p> <p>Good</p> <p>Satisfactory</p> <p>Poor Inadequate</p>	<p>Original, analytical, persuasive, depth of insight</p> <p>Analytical, persuasive, with some originality and depth</p> <p>More descriptive than analytical, not fully persuasive</p> <p>Plot summary or lengthy paraphrase, general observations</p>
<b>Organization</b>	<p>Excellent</p> <p>Good</p> <p>Satisfactory</p> <p>Poor Inadequate</p>	<p>Paragraphs focus on clearly articulated,</p>