# History of Reading and Children’s Literature (Six-month Course)

## Prof. Claudia Alborghetti

***COURSE AIMS AND INTENDED LEARNING OUTCOMES***

The course intends to adopt a historical, critical-literary and educational approach regarding the potential and value of reading and of literature for children in the formation of new generations.

Students will learn the historical development process of writing and literature, and will compare historical complexities with changes which have taken place in the current economic and social-cultural context. Students will be able to identify the fundamental aspects of today’s cultural debate on reading education. Students will be able to focus on the reading of a selection of literary works for children, discuss the content and develop critical analysis of their literary aspects and educational value whilst expressing an independent opinion and the initial ability to select literary works suitable for children.

***COURSE CONTENT***

The course includes a critical discussion on the evolution of reading and the formation of new generations of readers, also in relation to social and technological changes. The course explores the major historical shifts regarding reading and writing habits, accompanied by the reading and analysis of a selection of literary works for children which include a literary representation of reading and readers. In particular, the course will focus on the construction of fairytales as a hybrid form across oral and written traditions and presents a critical analysis of the triadic relationship of author, book and reader. The course will also provide information on the wealth of projects revolving around reading education in Italy, and on specialized journals dedicated to children’s literature.

***READING LIST***

A. Chambers, *Il lettore infinito*, Equilibri, Modena, 2015.

P. Boero, C. DeLuca, *La letteratura per l’infanzia,* Laterza, Rome-Bari, 2009, (Chapters 2, 3,4,8).

I. Filograsso, *Non siamo nati per leggere. Il ruolo dell’adulto nella formazione del pre-lettore,* in S. Fava (edited by), …il resto vi sarà dato in aggiunta. Studi in onore di Renata Lollo, Vita e Pensiero, Milan, 2014 (the single article is available on the publisher’s website).

R. Lollo, *Lo spazio del leggere come crocevia di relazioni: cenni interpretativi*, in S. Fava (edited by), *La letteratura per l’infanzia a partire dagli studi di Renata Lollo. Linee di ricerca*, Pensa Multimedia, Lecce-Rovato, 2021.

Students should read:

*A) one of the following:*

H. C. Andersen, *Fairy Tales,* any unabridged edition. (selection of 10 fairytales)

J. Grimm, W. Grimm, *Fairy Tales,* any unabridged edition. (selection of 10 fairytales)

L. Carroll, *Alice in Wonderland,* any unabridged edition.

*B) one of the following:*

G. Rodari, *Telephone Tales,* tr. by Antony Shugaar, Enchanted Lion Books, New York, 2020.

G. Rodari, *La torta in cielo,* Einaudi Ragazzi, Trieste, 2011.

M. Ende, *The Neverending Story,* tr. by Ralph Manheim, any unabridged edition.

R. Dahl, *Revolting Rhymes,* any unabridged edition.

***TEACHING METHOD***

Frontal lectures; reading and analysis of passages from literary works (novels, stories, fairytales); all teaching material will be available on the Blackboard platform on the University website.

***ASSESSMENT METHOD AND CRITERIA***

The oral examination assesses students’ grasp of the subject, their critical reasoning skills, presentation skills related to relevance, clarity and fluency of discourse.

***NOTES AND PREREQUISITES***

There are no prerequisites for attending the course. However, basic textbook knowledge of the history of education and literature is recommended.

Further information can be found on the lecturer's webpage at http://docenti.unicatt.it/web/searchByName.do?language=ENG or on the Faculty notice board.