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
Jan. 26-28  Christina Rossetti, “Goblin Market” (on OWL)

**The Advertising Wizard: Adults as Advertisers**
Feb. 2-4  L. Frank Baum, *The Wizard of Oz*
  Twitchell, Ch. 1 J.P. Barnum
Feb. 9-11  Roald Dahl, *Charlie and the Chocolate Factory*
Feb. 15-19  READING WEEK (no class)

**Producing and Consuming: The Child Entrepreneur**
Feb. 23-35  E. Nesbit, *The Story of the Treasure Seekers*
Mar. 1-3  E.B. White, *Charlotte’s Web*
Mar. 8  Dr. Seuss, *Green Eggs and Ham*
Mar. 10  Annie Barrows + Sophie Blackall, *Ivy + Bean: No News is Good News*
  Twitchell, Ch. 20 Nike and Michael Jordan

**Personal Branding: The Child as Product**
Mar. 15  David Buckingham, *The Material Child*, Chapter 2 (on reserve)
Mar. 17, 22  Suzanne Collins, *Catching Fire*

**But Is It Art?: The Boundary between Art and Advertising**
  Twitchell, Ch. 18 & 19 Apple’s 1984 and The Rise and Fall of the Infomercial
Mar. 29-31  Rainbow Rowell, *Fangirl*
Apr. 5  review

**Marking**
Essay Proposal (250 words – due Jan. 28)  5%
Essay (2500 words – due March 24)  35%
Participation  10%
Seminar Presentation (500 words)  15%
Final Examination  35%

NOTE: As in all courses in the Department of English, students must pass BOTH the term work and the final examination in order to pass the course.

**General Information**
1. Regular attendance in class is essential. Absenteeism can result in debarment from writing the final examination, which results in failure of the course.
2. All essays should be double-spaced and printed in a standard font such as 12-pt Times Roman. Please follow MLA format (for guidelines see the MLA guide at the OWL Purdue website). Essays should be submitted on paper and can be handed in during class or dropped off in the Department of English Essay Drop-Off Boxes (across from AHB 2G02). Do not leave essays under office doors. Two percent per day (including weekends) will be deducted from late essays. Extensions will be approved only with a recommendation for accommodation from an academic counsellor. No paper will be accepted after the last day of classes (Apr. 6).
3. Plagiarism: Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes.
or citations. Plagiarism is a major offense (see Scholastic Offence Policy in the Western Academic Calendar). Any student who commits this or any other act of academic dishonesty will receive a grade of zero and a note will be placed on his or her academic record.

4. Plagiarism Checking: The University of Western Ontario uses software for plagiarism checking. Students may be required to submit their written work in electronic form for plagiarism checking.

5. The Participation Grade will reflect not only your presence in class but also your active engagement in class discussions and activities.

Learning Objectives
By the end of the course, the successful student will be able to

- understand how the historical development of advertising has been reflected in works of literature produced for children
- consider the ways in which consumerism constructs children as purchasers, influences on adult purchasing, producers of goods, and products to be marketed
- examine the ways in which authorship can be (or has been) understood as a form of personal branding
- communicate ideas effectively through public speaking, both in formal presentations and in class discussions
- write an essay about a work of literature containing an effective thesis supported by adequate evidence from the original text as well as relevant secondary research
- offer independent insights, beyond those outlined in class
- organize and present ideas clearly and effectively
- document essays using MLA format

Scholastic Offences, including Plagiarism
The University Senate requires the following statements, and Web site references, to appear on course outlines:

“Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/handbook/appeals/scholoff.pdf.”

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage of text from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy as above).

“All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement currently between The University of Western Ontario and Turnitin.com (http://www.turnitin.com).”
Prerequisites
The University Senate requires the following statement to appear on course outlines:
“Students are responsible for ensuring that their selection of courses is appropriate and accurately recorded and that all course prerequisites have been successfully completed, and that they are aware of any antirequisite course(s) that they have taken. If the student does not have the requisites for a course, the University reserves the right to remove the student from the course and to delete it from the student’s record. This decision may not be appealed. A student will receive no adjustment to his or her fees in the event that he or she is dropped from a course for failing to have the necessary prerequisites.”

Medical Accommodation Policy
For UWO Policy on Accommodation For Medical Illness, see:
http://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsundergrad.pdf
(downloadable Student Medical Certificate (SMC): https://studentservices.uwo.ca under the Medical Documentation heading)

Students seeking academic accommodation on medical or other grounds for any missed tests, exams, participation components and/or assignments worth 10% or more of their final grade must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation on medical grounds cannot be granted by the instructor or the Program in Writing, Rhetoric, and Professional Communication, and the Program requires students in these circumstances to follow the same procedure when seeking academic accommodation on non-medical (i.e. non-medical compassionate or other) grounds.

Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments worth less than 10% of their final grade must also apply to the Academic Counselling office of their home Faculty and provide documentation. Where in these circumstances the accommodation is being sought on non-medical grounds, students should consult in the first instance with their instructor, who may elect to make a decision on the request directly, or refer the student to the Academic Counselling office of their home Faculty.

Students should also note that individual instructors are not permitted to receive medical documentation directly from a student, whether in support of an application for accommodation on medical grounds, or for other reasons (e.g. to explain an absence from class which may result in a grade penalty under an ‘Attendance’ policy in the course). All medical documentation must be submitted to the Academic Counselling office of a student’s home Faculty.

Students who are in emotional/mental distress should refer to MentalHealth@Western http://www.uwo.ca/uwocom/mentalhealth/ for a complete list of options about how to obtain help.
### Grading Rubric:

<table>
<thead>
<tr>
<th>Category</th>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Poor</th>
<th>Inadequate</th>
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</thead>
<tbody>
<tr>
<td><strong>Thesis</strong></td>
<td>Forceful, fresh and challenging</td>
<td>Clear development of a specific thesis</td>
<td>Reasonably clear thesis</td>
<td></td>
<td>Unclear, overgeneral</td>
</tr>
<tr>
<td><strong>Argument (ideas)</strong></td>
<td>Original, analytical, persuasive, depth of insight</td>
<td>Analytical, persuasive, with some originality and depth</td>
<td>More descriptive than analytical, not fully persuasive</td>
<td></td>
<td>Plot summary or lengthy paraphrase, general observations</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Paragraphs focus on clearly articulated, meaningful topics</td>
<td>Paragraphs support thesis adequately</td>
<td>Most paragraphs support thesis; some problems with coherent paragraphing</td>
<td></td>
<td>Significant problems with paragraphing</td>
</tr>
<tr>
<td><strong>Use of Sources (quotations)</strong></td>
<td>Detailed engagement with text, seamless integration, proper documentation</td>
<td>Adequately detailed reference to text, proper documentation</td>
<td>Effort to support points with reference to text and proper documentation</td>
<td>Overgeneralization with inadequate support, little effort at documentation</td>
<td></td>
</tr>
<tr>
<td><strong>Style</strong></td>
<td>Graceful, rhetorically impressive, few if any errors</td>
<td>Clear writing style, errors relatively few and minor</td>
<td>Some problems with clarity, grammar, punctuation, or wordiness</td>
<td>Errors serious enough to interfere with understanding</td>
<td></td>
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<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>A+</td>
<td>Outstanding</td>
<td>90+</td>
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<tr>
<td>A</td>
<td>Excellent</td>
<td>80-89</td>
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<tr>
<td>B</td>
<td>Good</td>
<td>70-79</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory</td>
<td>60-69</td>
</tr>
<tr>
<td>D</td>
<td>Poor</td>
<td>50-59</td>
</tr>
<tr>
<td>F</td>
<td>Inadequate across several areas</td>
<td></td>
</tr>
</tbody>
</table>