

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	MEDKULTURNA MLADINSKA KNJIŽEVNOST
Course title:	Multicultural (Intercultural) Children's Literature

Vrsta predmeta / Course type

D - Splošni izbirni predmet

Univerzitetna koda predmeta / University course code:

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Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
30	30	0	0	0	60	4

Nosilec predmeta / Lecturer:

prof. dr. Milena Mileva Blažič

Jeziki /**Languages:****Predavanja / Lectures:**

slovenščina, angleščina

Vaje / Tutorial:

slovenščina, angleščina

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:

1. Vpis v 3. letnik.
2. Pogoj za pristop k izpitu je opravljen seminar.

Prerequisites:

1. Enrolment in the 3rd year.
2. The condition for the exam is completed seminar.

Vsebina:

1. Teorija mladinske književnosti: avtor, besedilo, naslovnik; kultura in medkulturni prostor. Zvrsti in vrste medkulturne mladinske književnosti, večplastnost književnih besedil; značilnosti književnih oseb, prostora, časa, dogajanja in motivi za dogajanje, v različnih kulturah in medkulturne povezave.
2. Pregled medkulturne mladinske književnosti: klasični in sodobni mladinski avtorji v Sloveniji in Evropi, po dveh družbenih prelomnicah: po letu 1960 in po letu 1990.
3. Književna didaktika: izhodišča medkulturne književne didaktike (tipologija branja, medkulturne povezave, načelo dialošnosti, cilji pouka medkulturne mladinske književnosti, šolska interpretacija književnega besedila), komunikacijski pouk.
4. Pregled književnih ilustracij v slikanicah: stereotipi, simbolika, vloga manjšin; čas in prostor, gibanje, karakterizacija, perspektiva, modalnost, komplementarnost ilustracij in besedila, dvojni naslovnik ipd.
5. Pregled književnih vsebin v besedilih: obnašanje, standardi za uspeh, reševanje

Content (Syllabus outline):

1. Theory of children's literature: the author, the text, the addressee; culture and intercultural spaces. The types of inter-cultural children's literature, multiple meanings of literary texts; characteristics of literary persons, space, time, events and motives for action, in different cultures and intercultural links.
2. Overview Intercultural Children's Literature: Classical and Contemporary Children's artists in Slovenia and Europe, the two social turning point: after 1960 and beyond to 1990.
3. Literary didactics: basic intercultural literary didactics (typology of reading cross-cultural links, the principle of reader-response, learning objectives of intercultural children's literature, the school interpretation of literary texts), communication classes.
4. Overview of illustrations in picture books: stereotypes, symbolism, the role of minorities; time and space, movement, characterization, perspective, modality, complementary illustrations and text, double the addressee etc.
5. Overview literary content of texts: behaviour, standards of success, problem solving,

problemov, vloga ženskih in otroških književnih oseb; vloga manjših; življenjski slogi; kulturne in medkulturne vrednote; medčloveški odnosi, glavne in stranske književne osebe; dejavnost - nedejavnost, moč - nemoč, odrasli - otroci, moški - ženske ipd.

6. Besedni jezik in socialna realnost v medkulturnih književnih besedilih (seksizem v jeziku, stereotipi; politična korektnost pri pojmovanju različnih kultur, ras, spolov, ideologij in življenjskih slogov po letu 1990).

7. Kakovostna medkulturna književna besedila, ki spodbujajo domišljijo, odgovornost, strpnost in spoštovanje drugih kultur.

role of women's and children's literary persons; minor role; lifestyles; cultural and intercultural values; interpersonal relations, the main and secondary literary persons; activity - inactivity, power - powerless, adults - children, male-female.

6. Verbal language and social reality in the cross-cultural literary texts (in the language of sexism, stereotyping, political correctness in perception of different cultures, races, genders, ideologies and lifestyles since 1990).

7. Quality intercultural literary texts that stimulate the imagination, responsibility, tolerance and respect for other cultures.

Temeljni literatura in viri / Readings:

1. Blažič, M. (2004): Slovenia. International companion encyclopedia of children's literature. Ed. P. Hunt. London; N. York: Routledge.
 2. Blažič, M. (2004): South East Europe: International companion encyclopedia of children's literature. Ed. P. Hunt. - London ; New York: Routledge.
 3. Cotton, P. (2000). European Children's literature. London: University of Surrey Roehampton.
 4. Nikolajeva, M., Scott, C. (2002). How picturebooks work? New York, London: Garland.
 5. Nodelman, P. (2003). The pleasures of children's literature. Boston: Allyn and Bacon.
 6. Reynolds, K. (1994). Children's Literature in the 1890s and the 1990s. Northcote House in association with The British Council.
 7. Stephens, J. (1992). Language and Ideology in Children's literature. London, New York: Longman.
 8. Nikolajeva, M., Scott, C. (2002). How picturebooks work? New York, London: Garland.
 9. Nodelman, P. (2003). The pleasures of children's literature. Boston: Allyn and Bacon.
 10. Zipes, J. (1991). Fairy Tales and the Art of Subversion. New York: Routledge.
- Literatura se sproti dopolnjuje z novimi članki in publikacijami. Študenti dobijo študijska gradiva na spletni strani.

Cilji in kompetence:

1. Teoretično in didaktično nadgrajevanje obstoječega znanja ter spoznavanje in raziskovanje sodobnih virov in literature, predvsem pa pojma večkulturna mladinska književnost v Sloveniji, Evropi in po svetu (družbene spremembe po letu 1960 in 1990).
2. Poglobljanje in nadgrajevanje teoretičnega znanja o mladinski književnosti ter didaktiko književnosti ter ob leposlovnih virih in strokovni literaturi ter svojem didaktičnem delu nadgrajujejo književno znanje s komunikacijskim modelom poučevanja književnosti v osnovni šoli.
3. Nadgrajevanje strokovnega in osebnega vpogleda v večkulturno mladinsko književnost v Evropi ter branje, razčlenjevanje in vrednotenje temeljnih in sodobnih književnih besedil iz mladinske književnosti v Sloveniji in Evropi, posebej po letu 1990.

Objectives and competences:

1. Theoretical and didactic upgrading existing skills and learn and explore contemporary literature sources and, in particular, the concept of multicultural children's literature in Slovenia, Europe and around the world (social changes after 1960 and 1990).
2. Deepening and further development of theoretical knowledge about children's literature and didactics of literature and the literary sources and scientific literature and its didactic activities build on literary knowledge with the communication model of teaching literature in primary school.
3. Upgrading of professional and personal insight into the multicultural children's literature in Europe as well as reading, parsing and evaluating basic and modern literary texts from children's literature in Slovenia and Europe, especially after the year 1990s and beyond.

4. Nadgrajevanje znanstvenih spoznanj iz zgodovine in teorije slovenske mladinske književnosti s spoznanji sodobne mladinske književnosti v Evropi po letu 1960, posebej po letu 1990. 5. Poznavanje sodobne strokovno literaturo in priročnike na področju vede o mladinski književnosti, mlademu bralcu in dvojnemu naslovniku. 6. Zavedanje avtonomnosti književnih besedil in smiselnosti večkulturnih povezav ter znanstveno-teoretična spoznanja in didaktična načela, ki jih preverjajo v praksi in nadgrajujejo lastne modele poučevanja svetovne mladinske književnosti.	4. Enhancing scientific knowledge of the history and theory of Slovenian children's literature with the findings of contemporary children's literature in Europe after 1960, especially after the year 1990s and beyond. 5. Knowledge of the contemporary scientific literature and manuals in the field of science of juvenile literature, young reader and double the addressee. 6. Awareness of the autonomy of literary texts and the advisability of multicultural links and scientific-theoretical knowledge and didactic principles to be checked in practice and build their own models of teaching the world's children's literature.
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Predvideni študijski rezultati:

Znanje in razumevanje: 1. študent pozna temeljne literarnozgodovinske in literarnoteoretične pojme, temeljne književne zvrsti in vrste, merila za interpretacijo besedil, različne metode interpretacije ter pravila ubesedovanja; 2. razume temeljne literarnoteoretične pojme, vlogo dejavnikov pri interpretaciji književnih besedil, merila za vrednotenje mladinskih književnih besedil, vlogo sodobnih metod literarne vede pri sporočanju in sprejemanju ter pomen načrtovanja oz. faznosti sprejemanja književnih besedil in tvorjenja strokovnih besedil (povzetek, zapisnik, referat, interpretacija, analiza, kritika, recenzija). Uporaba: 1. uporablja pridobljeno literarnozgodovinsko in literarnoteoretično znanje pri sprejemanju, doživljanju, razumevanju in vrednotenju mladinskih književnih besedil v tiskani ali elektronski obliki ter (samo)evalvacijo. Refleksija: 1. pozna proces refleksije in njen pomen v učenju in poučevanju mladinske književnosti; 2. razvija refleksijo ob svojem praktičnem ravnanju; 3. kritično ovrednotenje skladnosti med literarnoteoretičnimi načeli in praktičnim ravnanjem s književnimi besedili. Prenosljive spretnosti: 1. uporabi tiskane in elektronske knjižne in druge pripomočke ter se književno samoizobražuje in razvija književno kulturo; 2. oblikuje razmerje do slovenske mladinske književnosti kot pomembne narodne in družbene vrednote ter si utrjuje narodno in državljansko
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Intended learning outcomes:

Knowledge and understanding: 1. knowledge and understanding of basic concepts of literary history and literary theory, basic literary genres and types, the criteria for the interpretation of texts, different methods and rules of interpretations of; 2. understand fundamental literary concepts, the role of factors in the interpretation of literary works, and criteria for evaluation of children's literary texts, application of modern methods of literary studies in the communication and acceptance and the importance of planning and. Phased decision-literary texts and the formation of specialized texts (summary of the minutes, reports, interpretation, analysis, criticism, review). Application: 1. acquired literary knowledge and literary theory the adoption, experience, understanding and evaluating children's literary texts in printed or electronic form, and (self-) evaluation. Reflection: 1. familiar with the process of reflection and its importance in learning and teaching children's literature; 2. it develops a reflection on its practical behaviour; 3. critical evaluation of the conformity between the literary and theoretical principles and practical handling of literary texts. Transferable skills: 1. the use of printed and electronic book and other gadgets and literary self-directed learning and developing literary culture; 2. establish a relationship with the Slovenian children's literature as an important national and social values ;and to consolidate national and civic
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zavest; 3. razvija zmožnosti večkulturnega razumevanja ter razvija kritično razmerje do pojavov v mladinski književnosti.	consciousness; 3. developing the ability of multicultural understanding, and develop a critical relationship to the phenomena of children's literature.
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Metode poučevanja in učenja:

Predavanja, individualne naloge, individualni študij, delavnice.

Learning and teaching methods:

Lectures, individual tasks, individual studies, and workshops.

Načini ocenjevanja:
**Delež (v %) /
Weight (in %)**
Assessment:

pisna seminarska naloga	70	written seminar
ustna predstavitev seminarske naloge	30	presentation of seminar
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Reference nosilca / Lecturer's references:

prof. dr. Milena Mileva Blažič:

1. BLAŽIČ, Milena. A survey of Slovenian women fairy tale writers. CLCWeb, ISSN 1481-4374. [Online ed.], 2013, vol. 15, issue 1. <http://dx.doi.org/10.7771/1481-4374.2064>, <http://pefprints.pef.uni-lj.si/id/eprint/2684>, doi: 10.7771/1481-4374.2064. [COBISS.SI-ID 9682761], [SNIP, WoS do 16. 9. 2013: št. citatov (TC): 0, čistih citatov (CI): 0, normirano št. čistih citatov (NC): 0, Scopus do 11. 8. 2013: št. citatov (TC): 0, čistih citatov (CI): 0, normirano št. čistih citatov (NC): 0]

2. BLAŽIČ, Milena. Skriti pomeni pravljic : od svilne do jantarne poti. 1. izd. V Ljubljani: Pedagoška fakulteta, 2014. 372 str., ilustr. ISBN 978-961-253-112-6. [COBISS.SI-ID 268900352]

3. Blažič, Milena Mileva (2011). Branja mladinske književnosti : izbor člankov in razprav. 1. izd. Ljubljana: Pedagoška fakulteta, 2011. 324 str., ilustr. ISBN 978-961-253-059-4. [COBISS.SI- 1. BLAŽIČ, Milena. Children's literature in South-East Europe. CLCWeb, ISSN 1481-4374. [Online ed.], Mar. 2011, vol. 13, issue 1. <http://docs.lib.purdue.edu/clcweb/vol13/iss1/10>, <http://pefprints.pef.uni-lj.si/id/eprint/2691>. [COBISS.SI-ID 8734537], [SNIP, WoS do 5. 7. 2011: št. citatov (TC): 0, čistih citatov (CI): 0, normirano št. čistih citatov (NC): 0, Scopus do 10. 8. 2013: št. citatov (TC): 2, čistih citatov (CI): 2, normirano št. čistih citatov (NC): 8]

4. KRAKAR-VOGEL, Boža, BLAŽIČ, Milena. Sistemska didaktika književnosti v teoriji in praksi. 1. izd. Ljubljana: Pedagoški inštitut, 2013. 94 str., ilustr. ISBN 978-961-270-159-8. <http://pefprints.pef.uni-lj.si/3325/>. [COBISS.SI-ID 266484736]