

課程名稱：兒童文學批評理論

主讀人：游珮芸（Peiyun YU）

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議題 2：Ideology and Children's Literature（兒文與意識形態）

主題 1：Ideology and Children's Literature（兒文與意識形態）

閱讀教材：Nodelman, Perry and Mavis Reimer. "Literature and Ideology" *The Pleasures of Children's Literature*. 3<sup>rd</sup> Ed. New York: Allyn and Bacon, 2003.151-183

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Key points

● **History , Culture and Nationality**

Because their authors share an ideological context, texts written in the same period of history picture the world in ways that are similar to one another....(152)  
...it's clear that knowledge of history and culture can enrich readers' perceptions of literary texts and help them understand which of the possible interpretations are the ones most likely to represent the intentions of their author.(153)

Ex. *Peter Rabbit, Anne of Green Gables Vs. Treasure Island ,The Jungle Book*  
( attitudes toward gender)

*Wind in the Willows Vs. Charlotte's Web*

( American culture & British culture) -----Multiculturelism, Postmodernism

\* **Reading Against a Text**

A work is tied to ideology not so much by what it says as by what it does not say.(156)-----remain at some distance

● **Surfacing Political Assumptions, Assumptions about Gender**

(femininity and masculinity)

吳玫瑛。〈《手斧男孩》系列小說中之自然書寫與男童文化之建構〉，《兒童文學與兒童語言學術研討會論文集》。台北：富春文化，2006，頁 265-285。

吳玫瑛。〈言說「好孩子」與男童氣質建構——以《阿輝的心》和《小冬流浪記》為例〉，《中國現代文學》第 13 期，2008 年，頁 63-80。

● **Studying Women ,Men and Literature**

● **Multiculturalism: Surfacing Assumptions about Race and Ethnicity**

Essentializing \* Who Wrote it \*Authenticity \*Appropriation

● **Surfacing Assumptions about Individuality**

\*subject positions

\* Adults who wish for children to develop unrestricted reading strategies and to be able to identify and resist restrictive texts will need to teach children to recognize how

point of view is constructed in discourse. (179)(John Stephens)

The ability to recognize and consider the implications of subject positions in a text is especially important.(180)