



Course syllabus

Faculty of Arts and Humanities

Department of Film and Literature

4LI013 Ungdomsdystopin i teori and praktik, 15 högskolepoäng
4LI013 Young Adult Dystopia in Theory and Practice, 15 credits

Main field of study

Comparative Literature

Subject Group

Comparative Literature

Level of classification

Second Level

Progression

A1N

Date of Ratification

Approved by Faculty of Arts and Humanities 2022-12-14

The course syllabus is valid from autumn semester 2023

Prerequisites

1–90 credits, including an independent project, in literary studies or library and information science (or, alternatively, courses that include literary studies, such as 1–90 credits in Swedish as part of the teacher training programme for upper secondary school with a 15-credit independent project, or 1–90 credits in English or German, including a 15-credit independent project), or the equivalent. Swedish 3 and English 5.

Objectives

Module 1: Dystopias: Genre and Historical Development (7.5 credits)

After completing the course, the student should be able to:

- discuss different genre definitions of dystopias in both a historical and a contemporary context
- analyse how boundaries are drawn between youth dystopias and dystopias for adults
- problematise central themes in dystopian texts, such as sustainability and power
- analyse dystopian texts using the theoretical tools that the module has introduced.

Module 2: Didactic Approaches to Dystopias (7.5 credits)

After completing the course, the student should be able to:

- discuss didactic approaches that may be applied to dystopian texts
- analyse how youth and adult dystopias may be used in different learning situations
- critically review other students' ideas for didactic application.

Content

Module 1: Dystopias: Genre and Historical Development (7.5 credits)

In this module, both youth and adult dystopias are discussed. Similarities and differences between the two types of dystopia are analysed and problematised. The historical development from classical dystopias for adults, such as George Orwell's *1984*, to current youth dystopias is examined. Different genre definitions are discussed. The module furthermore problematises central themes in dystopias, such as sustainability and power. The students are expected to apply their theoretical knowledge of text analysis to a number of dystopian texts.

Module 2: Didactic Approaches to Dystopias (7.5 credits)

This module presents and problematises different didactic approaches that have been taken, and that may be taken, to dystopian texts for adults and youth. The students analyse how dystopias may be used in different learning situations in, for instance, schools or libraries, using the didactic theories that are presented throughout the course. In addition to this, students review each other's ideas for didactic applications, critically and constructively. The students are given the opportunity to develop and use their theoretical knowledge acquired in Module 1, when they design different didactic applications for dystopian texts.

Type of Instruction

Teaching is primarily delivered in the form of recorded lectures and digital real-time seminars. The students create and complete multiple-choice tests, do written assignments, and give and receive peer-review.

Examination

The course is assessed with the grades Fail (U), Pass (G) or Pass with Distinction (VG).

In order to receive the grade of Pass, the student must achieve the objectives. Grading criteria for the grade of Pass with Distinction will be specified in writing when the course starts. In order to receive the grade of Pass with Distinction for the entire course, the student must have received this grade for both modules.

Module 1 is examined through creation and completion of multiple-choice tests linked to digital lectures, real-time seminar assignments, and a take-home exam.

Module 2 is examined through a project containing concrete suggestions for didactic applications and real-time seminar assignments with peer-review and defence of the student's own project.

Resit examination is offered in accordance with Local regulations for courses and examination at the first and second-cycle level at Linnaeus University. If the university has decided that a student is entitled to special pedagogical support due to a disability, the examiner has the right to adapt the exam or to let the student conduct the exam in an alternative way.

Course Evaluation

During or shortly after the course, a course evaluation is conducted. The result and analysis of the course evaluation should be promptly communicated to the students who

have taken the course. Students who are taking the course when it is offered the next time should be informed of the result at the course introduction. The course evaluation is anonymous.

Required Reading and Additional Study Material

Module 1: Dystopias: Genre and Historical Development (7.5 credits)

Non-fiction

Alkestrand, Malin (2021). *Mothers and Murderers. Adults' Oppression of Children and Adolescents in Young Adult Dystopian Literature*. Makadam. ISBN: 9789170613661, pp. 15–234, 303–309 (225 pages). (available online).

Didaktiska perspektiv på hållbarhetsteman i barn- och ungdomslitteratur (2020). Corina Löwe & Åsa Nilsson Skåve (eds.). Natur & Kultur. ISBN: 9789127824881, pp. 60–79, 141–208 (86 pages).

Female Rebellion in Young Adult Dystopian Fiction (2016). Sara K. Day, Miranda A. Green-Barteet & Amy L. Monz (eds.). Routledge. ISBN: 9781472431516, pp. 1–14, 75–92, 187–201 (45 pages). (available online).

Nilsson Skåve, Åsa (2017). “Dystopiska och utopiska drag i svenska ungdomsromaner”. In Åsa Warnqvist (ed.) *Samtida svensk ungdomslitteratur*. Studentlitteratur. ISBN: 9789144107950, pp. 95–108 (13 pages). (available on the learning platform).

Race in Young Adult Speculative Fiction (2021). Meghan Gilbert-Hickey & Miranda A. Green-Barteet (eds.). University Press of Mississippi. 75–127, 187–203 (68 pages) (available online).

Utopian and Dystopian: Writing for Children and Young Adults (2009). Carrie Hinz & Elaine Ostry (eds.). Routledge. ISBN: 9780415803649 pp. 1–20, 163–179 (36 pages) (available online).

Wilkins, Kim (2019). *Young Adult Fantasy Fiction. Conventions, Originality, Reproducibility*. Cambridge University Press. ISBN: 9781108607902, pp. 1–66 (66 pages) (available online).

Articles provided on the learning platform (ca 150 pages).

Fiction

Any edition of the following titles:

Atwood, Margaret. *The Handmaid's Tale*.

Bazterrica, Augustina & Sarah Moses. *Tender is the Flesh*.

Boye, Karin. *Kallocain*.

Collins, Suzanne. *The Ballad of Songbirds and Snakes*.

Lowry, Lois. *The Giver*, Graphic Novel.

Smith, Sherri L. *Orleans*.

Söderlund, Mats. *Ättlingarna: Hotet*.

Module 2: Didactic Approaches to Dystopias (7.5 credits)

Non-fiction

Ahlberg, Sofia (2021). *Teaching Literature in Times of Crisis*. Routledge. ISBN: 9780367637996, pp. 23–80 (57 pages) (available online).

Alkestrand, Malin (2021). *Mothers and Murderers. Adults' Oppression of Children and Adolescents in Young Adult Dystopian Literature*. Makadam. ISBN: 9789170613661, pp. 235–302 (67 pages). (available online).

Didaktiska perspektiv på hållbarhetsteman i barn- och ungdomslitteratur (2020). Corina Löwe & Åsa Nilsson Skåve (eds.). Natur & Kultur. pp. 7–15, 209–223 (22 pages).

Langer, Judith (2017). *Litterära föreställningsvärldar. Litteraturundervisning och litterär förståelse*. Bokförlaget Daidalos. ISBN: 9789171735140, 243 pages.

Molloy, Gunilla (2017). *Svenskämnets roll. Om didaktik, demokrati och critical literacy*. Studentlitteratur. ISBN: 9789144076249 135 pages.

Artiklar provided on the learning platform (ca 150 pages).

Fiction

Any edition of the following titles:

Itärranta, Emmi. *Minnet av vatten*.

Kazuo, Ishiguro. *Never Let Me Go*.

Ljungqvist, Christin. *Vita tigern*

Mandel, Emily St. John. *Station Eleven*.

Onyebuchi, Tochi. *War Girls*.

Power, Rory. *Wilder Girls*.

Uggla, E.P. *Felet med Eden*.