Joint Faculties of Humanities and Theology

YIDC10, Yiddish: Children's Literature and Children in Literature, 7.5 credits

Jiddisch: Barnlitteratur och barn i litteraturen, 7,5 högskolepoäng

First Cycle / Grundnivå

Details of approval

The syllabus was approved by The Pro Dean of First and Second Cycle Studies at The Joint Faculties of Humanities and Theology on 2024-12-12 (U 2024/927) and was last revised on 2026-08-17 by The Pro Dean of First and Second Cycle Studies at The Joint Faculties of Humanities and Theology (U 2026/437). The revised syllabus comes into effect 2026-09-01 and is valid from the spring semester 2027.

General information

The course is offered as a freestanding course. It can normally be included in a first or second-cycle qualification

Language of instruction: English

Main field of study	*Specialisation*
-	G1N, First cycle, has only upper-secondary level entry requirements

Learning outcomes

On completion of the course, students shall be able to

Knowledge and understanding

- identify the fundamental features of children’s literature in Yiddish, including its materiality, accompanying art, and the identity of its authors,
- describe the conditions, emergence and development of children's literature in Yiddish,
- distinguish works of general Yiddish literature featuring central characters who are children, and the issues and conflicts that concern them,

- exemplify didactic materials in Yiddish from various times and places such as interwar Poland, Soviet Union, USA, and Israel,
- account for recent research of children's literature in Yiddish, from the perspectives of the history of literature, sociolinguistics, cultural history, and childhood studies.

Competence and skills

- analyze children's literature in Yiddish by describing how works within it address differently the questions of Jewish identity since the 19th century to the present day,
- identify and critically assess the themes and forms of children's literature in Yiddish in relation to their source (original creativity vis a vis translation), their intended function (such as schoolbooks), and their social, cultural, and ideological setting,
- in speech and in written texts, apply theories and methods from the history of literature, sociolinguistics, cultural history, and childhood studies.,
- distinguish the differences in writing for different ages by the same Yiddish writers,

Judgement and approach

- critically assess how the socio-linguistic reality and the general decline of Yiddish as a spoken vernacular is reflected in children's literature,
- reflect on aspects of identity and otherness within the studied corpus, including but not limited to: religion, race, social class, age, gender, and disability.

Course content

The course presents an overview of the development of children's literature in Yiddish, from its beginning in the middle of the nineteenth century until the present day. Next to translations from world repertoire (for example Anderssen and Dickens), some of the most leading Yiddish authors and poets wrote for children, and renowned Jewish assisted them with illustrations. These efforts resulted in exceptional works, which often superceded the expectations of their time and their immediate young audience, appealing to readers of all ages even today. Attention will be given in the course to the cultural and ideological background of such texts, touching upon their particular traits of Jewish identity (which manifest in diverse expressions). On the other hand, universal aspects within these works will also be highlighted, such as the concept of childhood, inter-generational conflict, poverty, and violence. Interpretations of the works studied will be based on historical and cultural perspectives, as well as on theories of childhood studies.

Course design

The teaching consists of 11 lectures/seminar meetings, usually with a reading assignment beforehand. Attendance in 9 meetings is mandatory.

The opportunity to compensate for missed compulsory elements is offered to students who have been unable to participate in compulsory components due to circumstances out of their control such as accidents, illness or similar. This also applies to students who have missed classes due to activities as an elected student representative. Compensatory assignments takes place according to teacher's instructions. There are otherwise no opportunities to compensate for compulsory components.

Assessment

The assessment is based on two smaller written assignments and a written on-campus exam. When the course is offered online, the written exam is monitored by a camera with the support of real time streaming.

The examiner, in consultation with Disability Support Services, may deviate from the regular form of examination in order to provide a permanently disabled student with a form of examination equivalent to that of a student without a disability.

Grades

Grading scale includes the grades: Fail, Pass, Pass with distinction
For a grade of Pass on the whole course, the student must have been awarded this grade for all examining components. For a grade of Pass with Distinction on the whole course, the student must have been awarded this grade for all examining components.

Entry requirements

General requirements

Further information

- The course is offered by the Centre for Languages and Literature, Lund University.
- The number of credits allocated for course content that is shared in whole or in part with another course can only be credited once for a degree.
- For further details, see current registration and information material.