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LRC 586
Reading the World through Children's and Adolescent Literature
Fall 2010

This course focuses on the growing body of global children's and adolescent literature and on the issues that surround this literature. We will begin by examining our understandings of "internationalism" and "global" and the different definitions of what constitutes global literature. We will explore and become familiar with the global literature that is available in the United States as well as the international literature published in different parts of the world for children and adolescents. We will examine the trends and the sociopolitical issues that surround this literature and discuss ways to integrate global literature into classrooms and libraries to build intercultural understandings and global perspectives.

Within this course, our goal is to form a community of readers in which diverse, even opposing, readings of books are welcomed. Our focus is not on whether individual interpretations are "right" but on critiquing the cultural worlds of books and our response to books through inquiring into how our differing understandings are socially and culturally constructed. Your participation in discussions and engagements is crucial to the success of the course.

Course objectives include:

- Becoming acquainted with global literature for children and adolescents published in the United States and international literature published outside of the United States.
- Understanding the role of global literature in providing multiple perspectives on cultural, social and political values and in encouraging intercultural understandings and global perspectives.
- Developing critical insights into the sociopolitical issues and trends related to global literature in different parts of the world.
- Gaining familiarity with the historical trends in publication and with the major awards in the field of global literature for young people.
- Developing the ability to review and critically evaluate global literature using literary and cultural criteria.
- Becoming familiar with the lives and works of major international authors and illustrators
- Using the reference sources related to global literature for young people.

Our class experiences are based on the following beliefs about learning:

- Learning is an active process.
We will immerse ourselves in reading, writing, talking, and responding to professional readings and to adolescent and children's literature.
- Learning is a social process of collaborating with others.
We will explore our thinking about our reading and experiences through dialogue.
- Learning occurs as we make connections to our own experiences and as we explore tensions with our current beliefs.
Responses to our readings will focus on connections to our lives and teaching experiences. We will also identify and explore tensions with our current beliefs and past experiences to interrogate our values. We will explore the tensions that arise from exploring alternative and oppositional interpretations of literature.

- Choice allows learners to connect to their experiences and feel ownership in their learning.
We will have choices in the books we read, our responses to readings, and the specific focus of the final project.
- Learning is reflective as well as active.
We will have many opportunities to reflect on what we are learning through writing, talking, sketching, and self-evaluations
- Learning occurs in a multicultural world with many ways of knowing.
We will read professional and children's literature that reflects diversity in experiences and ways of expressing those experiences. We will also explore the range of interpretations of literature that arise from our differing cultural and social experiences.
- Learning is a process of inquiry.
As learners we need to search out the questions that matter in our lives and to develop strategies for exploring those questions and sharing our understandings with others.

Course Structure:

The following time blocks will be part of the course but the weekly schedule will depend on the particular class focus and on how we as a class negotiate our use of time.

Discussions of children's/adolescent literature
 Presentations and demonstrations
 Whole class/small group discussions of professional readings and issues
 Inquiry groups
 Sharing and Reflection

Course Readings:

Articles and chapters on D2L
 Children's and adolescent literature
 Barbara Lehman, Evelyn Freeman, Patricia Scharer, *Reading Globally, K-8: Connecting Students to the World through Literature*. 2010. Corwin Press.

Learning Experiences and Course Projects:

1. Participation and attendance

Attend class regularly and participate in discussions, sharing, small groups, written responses, and class activities. An essential aspect of participation is to read and prepare for discussions of the literature and the professional readings. Preparation and participation in class is significant, not only for your learning, but for the learning of others.

More than one absence and/or chronic tardiness will lower your grade for the course. If you absolutely must miss a class session, leave a message for me in advance by email or in the LRC office (621-1311). Contact a class member so that you are fully prepared for the next class. Meet with me at the next class session to determine how you will make up the work for the class you missed.

2. Response Journal

The purpose of the journal is for you to reflect on your readings of the literature and the professional articles and chapters which we discuss in class. Record your understandings, questions, and connections to these readings. Write about your response, not summaries of the readings. The journal is a vehicle to reflect on important and difficult ideas and issues raised by our reading. You will hand in your journal each week. Use a loose leaf notebook for your journal.

Respond to the book(s) which we are discussing in literature circles. Your response may include comments about the connections and feelings the book evokes, your thinking about the author's construction of the plot, setting, themes, or characters (including their national, racial, gender or class identities), or reflections on social and political issues in the book. Reflect on your response to the book.

In responding to the professional readings, you can respond to the articles/chapters by focusing on ideas or issues you found interesting or provocative that go across the readings. Or you can respond to one of the articles/chapters of particular interest to you or to an idea that catches your attention.

3. Literature Reading Record

You will be browsing and reading many children's and adolescent books throughout the course. Devise some type of record keeping system so that you are able to keep track of the books you read for later use. This system is for your use so the format and extensiveness of the record is your decision. Think about the kinds of information that you would want available for later use.

4. Research the Literature of a Specific Global Culture

Work with a partner to research children's and adolescent literature within a specific cultural group. Gather a collection of books that are representative of what is being published and distributed in the U.S. that is set within this culture. Look broadly to identify what is currently available and then examine this collection to determine what types of books are and are not being published. Choose a smaller group of these books, 7-10, to evaluate based on the issues discussed in class sessions on global literature. If you have access to books that are published in that particular culture/language, compare what is available in the U.S. with what is published within that culture or country.

a. Annotated Bibliography of Books on a Specific Global Culture

Prepare an annotated bibliography of 7-10 books that reflect the range of types of books available on this culture. Include a short introduction to your bibliography that explains how the books were selected, how they fit together, and any particular issues that emerged from your analysis. In your annotations, include bibliographic information, concise summaries, and brief comments on the literary quality and cultural authenticity of the books. Also include a list of the major authors/illustrators/poets you have identified for this particular cultural group. Prepare a handout and display of books to share with class members on October 12. Also write a reflection on the issues that emerged from your analysis of this collection of books along with a description of why you chose this particular culture and of your process of research

b. Critical Review of a Global Book

Choose one book from your set to analyze in depth and to write a review based on the submission criteria for WOW Review (wowlit.org). Choose a book that is a recent publication. For this review, research the background of the author and/or illustrator, access reviews on the book (see the Comprehensive Children's Literature Database), and evaluate the book on issues of cultural authenticity. This review is due on October 26.

5. Inquiry Project

Choose a question or issue of concern to you in relation to global children's and adolescent literature. Once you have chosen a particular question, decide on how you will conduct your inquiry to explore that question or issue. You can research through professional readings, children's books, discussions, interviews, observations, and/or work with students. You can choose to do your inquiry project alone or with others. The only limitations are that your project should relate to global issues in children's/adolescent literature and is on a question that matters to you.

Options for your project include:

- an indepth critical analysis of a set of books from a particular country or cultural group
- an issue (e.g. translation, censorship, stereotypes, cultural authenticity)
- an author or theme relevant to our focus on internationalism
- responses of children, adolescents, or adults to a particular set of global books.
- awards given to international literature or to literature within a particular country
- write your own piece of literature that is based in a specific cultural experience
- your proposal

A project proposal will be due October 19. On this proposal, describe your project in as much detail as possible, including your rationale for undertaking the project, your theoretical framework, your methods of researching your question or issue, etc. Your project will be due on December 7. The inquiry projects will be presented to other class members during the last two class sessions, December 7 and 14.

6. Personal Text Set as a Global Citizen

Create a personal text set of 5-10 books that reflect your intercultural connections as a global citizen - your sense of place within the world. Bring the books and an annotated list on December 14.

7. Evaluation

For each major project, you will turn in a self-evaluation in which you state your goals for that project and evaluate the process you went through in reaching those goals. I will add my evaluative comments based on your goals. You will also write a mid-term evaluation of your learning and the course that includes your goals for the rest of the semester as well as a final self-evaluation at the end of the semester.

Your final grade will be based holistically on both your and our evaluation of your growth and learning, the quality of your written work, and your attendance, participation, and preparation for class sessions. While you can negotiate the ways in which you define and complete class projects, you must complete all of these projects to fulfill course requirements and your final grade for the course will be based on the thoughtfulness and quality of this work with a B reflecting the completion of all course projects at a satisfactory level. Incompletes will not be given for the course except in extreme situations and only with prior approval by the instructor.

STATEMENT OF PRINCIPLES ON MULTICULTURAL EDUCATION Language, Reading and Culture, The term "multicultural education" expresses the essential mission of the department and the university. Multicultural education is not just "about" certain subjects; it does not merely offer "perspectives" on education. It is an orientation to our purposes in education - and ultimately an orientation to life, one that values diversity of viewpoints and experiences and sees people as valuable contributors to the experience of school and society. Life in universities is a self-consciously multicultural. Learners bring a variety of linguistic and cognitive strengths from their families, communities and nations into the classroom; these strengths are resources to be appreciated as such by educators. Education must expand on the linguistic and cognitive strengths that learners already possess and bring with them to the classroom, rather than ignore or try to replace them with others. Respect and appreciation for cultural and community knowledge means that universities serve the interest of education when they allow for an exchange of views, rather than rely exclusively on a transmission model of instruction. We recognize the existence of a variety of communities - each with its own voice and interests - both within and outside the university; a broad education offers the opportunity to hear and study as many of these voices as possible. Such an accommodation must include those communities which have traditionally been excluded or under-represented in the university. Recognition of the validity of these general principles must be reflected in our courses, our relations with students, staff and faculty members, and in the community life of LRC.

Tentative Schedule of Class Sessions

- August 24 Introduction to the class.
Explorations of our cultural identities
- August 31 Explorations of our global identities
Bring a visual representation of your global identities
Read Merryfield article and Banks, C. 7
Literature Circle book – novel on own cultural identity
- September 7 Explorations of Global Literature: Award Lists
Read Bond and C.11, Lynch-Brown, Tomlinson, Short
Check USBBY website (ussby.org) and Batchelder Award (ala.org)
Read Batchelder award book – *The Pull of the Ocean, Moribito, An Innocent Soldier*
- September 14 Reading Globally
Read Case, Banks, and Cai
Lit circle – *Go and Come Back*
- September 21 Issues related to Global Literature: Availability and Access
Read C. 3, Freeman and Lehman. Read Monterey and Robertson
Lit Circle-*When My Name was Keoko, So Far from the Bamboo Grove*
- September 28 Issues related to Global Literature: Cultural Authenticity
C. 1, Short & Fox
Lit Circle – *Homeless Bird, Keeping Corner*
- October 5 Issues related to Global Literature: Translation
Articles on translation – Anthea Bell, Patricia Crampton, Ron Jobe
Literature circle – Batchelder Award books – *The Last Dragon, The Killer's Tears, Daniel Half-Human and the Good Nazi*
- October 12 Issues in Reading Globally: Critical Explorations of Global Literature
Read article on Critical Content Analysis and *The Day of Ahmed's Secret*
Midterm due
Bring global cultures books/list to share with a partner
- October 19 Issues in Reading Globally: Evaluating a Collection of Global Literature
Read book reviews from WOW Review
Annotated Bib and reflection due along with a handout and display
- October 26 Issues in Reading Globally: Global Themes on Literacy
Critical Book Review due
Inquiry proposal due
Literature Circle: *Ways to Live Forever, The Shadows of Ghadames, The Color of My Words*

- November 2 Issues in Reading Globally: Translation
 Chapters from edited translation books
 Literature circle: *Crow Girl, Heartsinger, The Friends*
 Bring a paired book to go with the novel
- November 9 Creating a Context for Global Literature through Nonfiction/Fiction Pairs
 Read WOW Stories, Amy Edwards and School Talk, Karen Smith
 Lit circle paired books: *The Boy Who Dared/Hitler Youth, Heaven Shop/Our*
 Voices, Our Song, Nory Ryan's Song/Black Potatoes
- November 16 Issues in Reading Globally: Intercultural Learning
 Read Case, Fennes & Hapgood
 Lit circle: *Red Glass, Hannah's Winter, Benny and Omar*
- November 23 Integrating Global Literature into the Curriculum
 Lehman, Freeman, Scharer, C. 1-4
 Tasting the Sky, When I Was a Soldier
- November 30 Integrating Global Literature into the Curriculum
 Lehman, Freeman, Scharer, C. 5-8
 Shaun Tan, *The Arrival*
- December 7 Project Presentations
 Inquiry Projects due
- December 14 Project Presentations and Global Connections Text Sets: Mapping our Intercultural
 Journeys
 Personal Global Text Sets due
 Final reflections due

Possible Foci for Issues in Reading Globally

- Authors who are insiders or outsiders to a culture
- Authors who reflect different perspectives as insiders within a culture
- Contemporary and historical views of a culture
- Fiction and Nonfiction representations of a culture
- Intercultural learning through cross-cultural encounters
- Thematic connections across cultures – same theme/different cultural views