

EDPS 4330
International Children's and Adolescent Literature
(3 credits)
Spring Semester, 2012

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Class Held: Thursdays, 10:45- 1:45
311 Milton Bennion Hall

Office Hours: By appointment

WebCT Page: EDPS 4330 Section 002; EDPS 4330 Section 004 HONORS

Course Description/ Content Overview:

This course focuses on the growing body of international children's and adolescent literature and on the issues that surround this literature. As children's literature researcher Laura Apol (1998) explained, "Children's literature is a form of education and socialization, an indication of a society's deepest hopes and fears, expectations and demands. It presents to children the values approved by adult society and (overtly or covertly) attempts to explain, justify, and even impose on its audience what could be considered 'correct' patterns of behavior and belief." Examining children's literature from communities around the globe helps us to identify and better understand many of the political, social, and economic issues various countries face and how they respond and understand these issues in ways both similar and different from how other countries might.

We will begin by examining the different definitions of what constitutes international children's and adolescent literature. We will explore and become familiar with the international literature currently being published in different parts of the world for children and adolescents as well as the international literature that is available in the United States. We will explore the major issues that surround global children's and adolescent literature, such as cultural authenticity (Who has the "right" to write about a particular culture? What makes a particular book an accurate representation of a certain culture, and who should be the judge of that?) and the differences from country to country in using children's and adolescent literature in school settings. We will also consider the new wave of global children's literature published simultaneously in several countries and what effect this new global interdependency might have on the future of children's and adolescent literature. We will examine the current trends in each genre, comparing and contrasting countries' and regions' different approaches to popular topics and the prevalence of particular styles. We will also discuss ways to integrate and use international children's and adolescent literature in United States classrooms.

Throughout the course, we will further work to deepen your understanding of the field of children's literature in general, what it includes, what makes it unique, and, especially, what makes a particular book from any country a strong example of exemplary children's or adolescent literature.

Course Objectives:

This course meets the University of Utah's International Requirement. Accordingly, the course's primary focus is both international and comparative, focusing on cross-border phenomena and examining either contemporary issues or how historical issues relate to current ones.

Specifically, in this course students will:

1. Read, examine, and critically compare a wide variety of children's and adolescent books from all genres and many authors and illustrators from around the world.
2. Compare how countries around the world address, present, and explain both contemporary and historical social, political, and economic issues to their youngest generations through the medium of their children's and adolescent literature.
3. Learn to critically evaluate the literary and artistic merit of all children's books, with a particular emphasis on the evaluation of international children's and adolescent books.
4. Think critically about the issues in the field of international children's and adolescent literature, such as cultural authenticity, translation, and award-giving.
5. Develop the ability to select high quality international children's and adolescent books to use across the curriculum in K-12 settings.
6. Learn various instructional methods for introducing K-12 students to quality global children's and adolescent books.
7. Be encouraged to become an enthusiastic and knowledgeable literature educator who reads widely and is curious and passionate about literature for all children.

International Reading Association Literacy Core Standards

This course meets the following literacy core standards:

- *4.2 Use a large supply of books, technology-based materials, and non-print materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.
- *4.3 Model reading and writing enthusiastically as valued lifelong activities.
- *4.4 Motivate learners to be lifelong readers.

Required Text and Course Materials:

* The following two texts are required for this course. They are available at the University of Utah bookstore and are on reserve at the Marriott Library:

Freeman, E. & Lehman, B. (2001). *Global perspectives in children's literature*. Boston, MA: Allyn & Bacon.

Lehman, B., Freeman, E., & Scharer, P. (2010). *Reading globally, K-8: Connecting students to the world through literature*. Thousand Oaks, CA: Corwin Press.

* The following text is highly recommended for this course but not required. It is available at the University of Utah bookstore and is on reserve at the Marriott Library:

Galda, L., Cullinan, B., Sipe, L. (2010). *Literature and the child, 7th edition*. Belmont, CA: Wadsworth/Thomson Learning.

* You will be reading 7 international children's and adolescent books. You will be assigned the particular set of 7 books you will read this semester on the first day of class. These selections

will be available at the Marriott Library on reserve. Picture books and shorter selections have a 2-hour loan period; longer selections have a one-day or two-day loan period so please plan accordingly. The books are also available at local public libraries and bookstores and Internet bookstores. You are welcome to read all the class books, but only required to read your assigned set. See booklist and group assignments attached.

* Finally, you will also be reading articles and chapters from several publications (see below) that relate to the topics covered in the course. These readings will be available on WebCT.

-Stan, S. (2002). *The world through children's books*. Lanham, MD: Scarecrow Press.

-Fox, D. & Short, K. (2003). *Stories matter: The complexity of cultural authenticity in children's literature*. Urbana, IL: National Council of Teachers of English.

-Henderson, D. L. & May, J. P. (2005). *Exploring Culturally Diverse Literature for Children and Adolescents: Learning to Listen in New Ways*. Boston, MA: Allyn & Bacon.

-*The Horn Book*

Course Assignments and Assessment:

Following is a list of course assignments. Your final grade in the course will be based upon your performance on the following assignments. All assignments must be turned in as hard copies and are due at the beginning of class. ***Except in the case of extraordinary personal hardship, I will not accept late assignments.***

1. Issues in ICAL Quizzes (4). 40 points. (10 points per quiz.) Quizzes on January 19th, February 2nd, February 16th and April 5th.

The Issues in ICAL Quizzes will help you synthesize what you learn from the assigned articles and chapters about issues in international children's and adolescent literature. The quizzes serve to help you think critically about the implications of what you are reading, highlight the most important concepts to understand about each issue, and extend your understanding of issues in international children's and adolescent literature.

The major topics for each quiz are as follows:

January 19th Quiz: Defining ICAL, Its Value and Importance, and the Past and Present of ICAL; Evaluating ICAL and Awards in ICAL

February 2nd Quiz: Issues of Authenticity in ICAL

February 16th Quiz: Issues of Authenticity in ICAL; Issues of Translation, Availability, and Selling of ICAL (Part Two)

April 5th Quiz: Connecting Children and ICAL

**Remember, there may also be questions on the quizzes about the genres taught to date or on past issues discussed.

2. ICAL Reader Response Journal Entries. 24 points. (4 pts each.) Picture Books due January 26th, Folklore due February 9th, Contemporary Realistic Fiction due February 23rd, Science Fiction and Fantasy due March 8th, Historical Fiction due March 22nd, Nonfiction and Biography due March 29th, Poetry due April 12th.

(You must do 6 of the 7 journal entries; you are allowed one free pass. Journals must be submitted by you, as hard copies, and during class. You must attend the whole class for the journal to be counted.)

While reading your selections for our international children's and adolescent book discussions, you will be keeping a response journal. After listing the bibliographic information for the book (author, title, illustrator, publisher, copyright date, country of origin, and genre), your reader response journal should include the following four parts:

(1) *Response*. This part should contain one or more of the following:

- Predictions
- Thoughts about craft
- Personal connections to other books or your life
- Thoughts about any particular issues raised in the book
- Prompts you could use when reading the books with children
- Thoughts on how the particular theme/topic is treated by the author from/representing particular regions/countries.

(2) *Critique*. This section should focus on critiquing the various components and issues that you will read about in assigned readings (articles and textbook) and that we will discuss in class, particularly emphasizing elements of plot, setting, theme, style, point of view, authenticity and translation.

(3) *Connections*. This section should focus on connecting your assigned book to the textbook and/or additional assigned readings. What did you learn about this genre or region or international children's books in general in connection to the book that you read? How did these readings provide insight into the book or region or author?

(4) *Discussion Questions*. This section includes 2-3 discussion questions for your group's discussion in class. They should encourage discussion and response.

Your journal will be evaluated on (1) the thoughtfulness of your personal responses, including interesting ideas, speculations, and questions, (2) the clarity of your ideas, (3) the connections you make between the assigned articles and the assigned book, (4) the appropriate critical insights you make into the way the particular region/country/author treats the genre/theme/topic (based especially on what you learn about that genre from your other readings), (5) the appropriate critical insights about the quality of the literature (based on what you have learned about that genre and children's literature in general from your other readings), and (6) on your ability to generate questions that will lead to lively class discussions on the children's books read.

You will be using the ideas written in your journal for participation in your small group discussion of the books. **Again, you must do 6 of the 7 journal entries; you are allowed one free pass.**

3. Hans Christian Andersen Medal Author Study. 33 points. Due March 1st.

(This assignment can be done with a partner or by yourself.)

With a partner or by yourself, choose an international children's or adolescent author who has won the international Hans Christian Andersen Medal (the most prestigious children's book award in the world.)

Part 1 (10 pts): Select and briefly critically annotate 5 books you feel are representative of his/her work. First, list complete bibliographic information including author, title, illustrator, publisher, copyright date, country of origin, and genre. Then write a brief annotation of the book. Be sure that your annotations primarily refer to the way the book is written and/or illustrated—its literary and artistic merits – and not just to what the book is about. (We will talk more about how to do this in class.)

Part 2 (10 pts): Based on the books you have read and what you have learned about the author in your research, describe the author's style, any recurrent themes and other distinguishing characteristics of the author's work. Then explain why each of your five books is or is not typical of the author's work. At the end, list three to five generalizations you would like PreK-12 students to be able to make about the author's books. (2-3 pages)

Part 3 (10 pts): Determine the best that you can what is the relationship between the author's life experiences and the author's books. Special emphasis should be placed on how the author's home country has influenced and shaped the themes/topics, issues, and style in his books. At the end, address what you would like PreK-12 students to know about the author's background and how her background has influenced her books. Use at least two sources, and remember to include complete bibliographic information for the sources at the end of this section. (2-3 pages)

Part 4 (3 pts): (1) Create a 1 pg handout that lists your author or illustrator's name and year he/she won the award, a short description of his/her style and characteristics of his/her work, a short description of how his/her background influenced his/her work. Be prepared to give copies of your handout to all class members on March 1st. (2) Critique your peers' projects in class on March 1st. This procedure will be explained on March 1st in class.

4. Global Children's and Adolescent Literature- Special Topics Annotated Bibliography. 33 points. Due April 19th.

(This assignment can be done with a partner or by yourself.)

Work with a partner or by yourself to research global children's and adolescent literature (1) around a particular theme or topic, and (2) designed for a certain grade range of children (primary PreK-2; intermediate 3-6; middle 7-9; or secondary 10-12). You are to create an annotated bibliography of 8 books. The books should comprise a "curricular text set" about a particular topic across all the major world region groupings we have used in class. (Remember that for this class, we are using Asia, Africa, Central and South America, Europe, Australia/Canada/United Kingdom, and United States as our groupings.) For example, you might create an annotated bibliography of global children's books about major political figures, or global adolescent books about homelessness, or global children's books about friendship, etc.

Special Rules:

*You may use up to 5 books that are listed on the whole class reading list.

*You may use up to 2 books that you personally were assigned to read this semester.

*You must have at least one book from each region group (1 Asia, 1 Africa, 1 Central and South America, 1 Europe, 1 Australia/Canada/United Kingdom, 1 United States.)

*Make sure your international and multicultural books are culturally authentic.

*If you use a Domestic International book for one of the regions, be sure to mark it as such. (Example: *When My Name is Keoko* by Linda Sue Park. Asia-Domestic International.)

Part 1 (10 pts): Write an introduction to your bibliography which explains why it is important to have an annotated bibliography for this topic/theme. Then explain how the books were selected and how they compliment (both how they compare and how they contrast) one another. (5 pages)

Part 2 (10 pts): Write an annotation for each book in your bibliography. First, list complete bibliographic information including author, title, illustrator, publisher, copyright date, country of origin, and genre. Then write a brief annotation of the book. Be sure that your annotations primarily refer to the way the book is written and/or illustrated– its literary and artistic merits – and not just to what the book is about. (This is the same way you annotated the books for the HCA project.)

Part 3 (10 pts): Design two activities that will help students in the particular grade range you indicated look carefully at the *overall topics* explored in the bibliography and in the group of books. (Remember that these activities are to involve the *group* of books rather than individual titles.)

Part 4 (3 pts): (1) Create a 1-2 pg handout that lists the title of your annotated bibliography, a short description of why it is important to have a bibliography for this topic/theme and this age group, and a list of all the books with bibliographic information. Be prepared to give copies of your handout to all class members on April 19th. (2) Critique your peers' projects in class on April 19th. This procedure will be explained on April 19th in class.

Required Assignments in Order of Due Dates:

Issues in ICAL Quiz 1	Jan 19	10 points
ICAL Reader Response Journal Picture Books	Jan 26	4 points
Issues in ICAL Quiz 2	Feb 2	10 points
ICAL Reader Response Journal Folklore	Feb 9	4 points
Issues in ICAL Quiz 3	Feb 16	10 points
ICAL Reader Response Journal Cont. Real. Fic	Feb 23	4 points
HCA Medal Author Study	March 1	33 points
ICAL Reader Response Journal Sci Fic/Fant	March 8	4 points
ICAL Reader Response Journal Hist Fic	March 22	4 points
ICAL Reader Response Journal Non Fic/Bio	March 29	4 points
Issues in ICAL Quiz 4	April 5	10 points
ICAL Reader Response Journal Poetry	April 12	4 points
ICAL-Special Topics Annotated Bibliography	April 19	33 points

General Criteria for Grading Assignments

Please note that all assignments must be turned in on time. Except in the case of extraordinary personal hardship, I will not accept late assignments.

<i>Appropriateness</i>	Does my work meet all criteria given on the syllabus <u>and</u> in class?
<i>Evidence of Knowledge</i>	Is it clear from my work that I know and understand the relevant material?
<i>Completeness</i>	Have I included all relevant information and ideas?
<i>Clarity</i>	Is my paper organized so that the ideas and information are clear? Do the wording and phrasing of my sentences match the thoughts I am trying to convey?
<i>Professional Presentation</i>	Is my paper typed and free of errors in grammar, punctuation, and spelling? (Please proofread <u>carefully</u> . If you hand in a paper that is not in good form, you will lose points.)

Grades are earned, not given, and will be awarded at the conclusion of the course based on the following university guidelines. Please refer to the U of U Student Handbook for students' professional and academic responsibilities.

A= Superior performance, excellent achievement

B= Good performance, substantial achievement

C= Standard performance and achievement

A	=	93-100%	(121-130 points)
A-	=	90-92%	(117- 120 points)
B+	=	87-89%	(113- 116 points)
B	=	83-86%	(107- 112 points)
B-	=	80-82%	(104- 106 points)
C+	=	77-79%	(100- 103 points)
C	=	73-76%	(94- 99 points)
C-	=	70-72%	(91- 93 points)
D+	=	67-69%	(87- 90 points)
D	=	63-66%	(81- 86 points)
D-	=	60-62%	(78- 80 points)

Other Course Requirements

It is expected that students will maintain a respectful and civil atmosphere during class meetings. Thus, expectations are that students:

- Arrive to class on time, and on a regular basis. It is important for your own learning and for the good of the class that you are in class every session, on time, and ready to go with

all readings, all text reflections, and any other assignments completed. Regular class participation is very important to this class since much of the course content will come from the interactive class sessions, lectures, and group discussions. Again, please be prepared to be an active voice in class! **At my discretion, you may lose points for consistent nonparticipation in class activities and discussions.**

- It will be impossible to do well in this course without attending regularly. If you must miss a class, contact me in writing (email is fine), and ahead of time if possible. You are responsible for arranging with a classmate to collect handouts and to fill you in on course content in the event of your absence. You are also responsible for any additional information about assignments that is given in class.
- Complete--on time--the required assignments. Except in the case of extraordinary personal hardship, I will not accept late assignments.
- Show courtesy and respect to fellow students during all classroom activities. Please remember that everyone in the class has good ideas and that each individual's response to the readings helps to enrich the group's understanding and discussions.
- Prevent disruptions by turning off and refraining from use of cellphones and by putting away extraneous reading materials. Use of laptop computers in class is not allowed without instructor's permission.
- Adhere to the University of Utah code for student conduct.

Americans with Disabilities Act (ADA)

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

Students' Rights and Responsibilities

In order to maintain a positive, civil environment for learning I expect that all students will strive to meet the goals described in the University of Utah's Student Code, which states *"the mission of the University of Utah is to educate the individual and to discover, refine and disseminate knowledge. The University supports the intellectual, personal, social and ethical development of members of the University community. These goals can best be achieved in an open and supportive environment that encourages reasoned discourse, honesty, and respect for the rights of all individuals. Students at the University of Utah are encouraged to exercise personal responsibility and self-discipline and engage in the rigors of discovery and scholarship."*

Academic Honesty

Following the Student Code, I adopt a zero-tolerance policy for academic misconduct in this course. "Academic misconduct," according to the University of Utah Student Code, *"includes, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information...It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct."* Again, utilizing the ideas, expressions, or words of

others without citing the source constitutes plagiarism. Therefore, you must cite sources in ALL your work. Please also note that you may not submit an assignment for this class that has been previously submitted for another course.

You will be held accountable to high standards for academic integrity and should read and understand the policy on academic integrity as printed in the University of Utah's Student Handbook. Please read the Student Code of Academic Conduct available at: <http://www.admin.utah.edu/ppmanual/8/8-10.html>.

Topics, Readings, and Assignments Schedule

(I reserve the right to make changes in the schedule and/or topics as deemed necessary.)

January 12 (Week 1)

Topic: Overview of Course; Defining International Children's Literature; The Value and Importance of International Children's Literature; The Past and Present of International Children's Literature; Differences between Global Literature and International Literature

Readings Due: None

Assignments Due: None

January 19 (Week 2)

Topic: Issues in International Children's Literature: Selecting and Evaluating International Children's Literature and Awards

Readings Due:

- * Pgs. 34-42, "Selecting and Evaluating Global Children's Literature," *GPCL (Global Perspectives in Children's Literature)*
- * Chapters 1 and 2 "Introduction" and "The Value and Importance of International Children's Literature," *GPCL*
- * Chapter 1 "The Need for Global Literature," *RG*
- * Choose one of the following *Horn Book* articles sets to read:
 - Set One: "Slippery Slopes" and "Awards that Stand on Solid Ground"
 - Set Two: "Prizes and Paradoxes" and "Printz Retrospective"

Assignments Due: Issues in ICAL Quiz 1

January 26 (Week 3)

Topic: Trends in International Children's and Adolescent Literature: Picture Books

Readings Due:

- * Regions Overview Handout (Note: You will need to both use and review this handout for almost every week of class.)
- * Pgs. 43-53 "Picture Books," *GPCL*
- * Article: "Living in Sami's and Ahmed's Worlds: Picture Books Explore Children's Lives in Other Countries" by Judith Heide Gilliland *OR* "Outside Over Where?: Foreign Picture Books and the Dream of Global Awareness" by Leonard S. Marcus
- * Brief Editorial: "Speaking Out" by Nikki Grimes (available at http://hbook.com/magazine/articles/2009/jul09_grimes.asp)
- * International Children's Picture Book (Asia, Africa, Central and South America, Europe, Australia/Canada/United Kingdom, or United States book depending on your small group)

Assignments Due: ICAL Reader Response Journal Picture Books

February 2 (Week 4)

Topic: Issues in International Children's Literature: Authenticity

Readings Due:

- * Regions Overview Handout
- * Chapter 7, "How Should I Evaluate Global Books?" *RG*
- * Chapters 1 and 2, *Stories Matter: The Complexity of Cultural Authenticity in Children's Literature* (Fox & Short)

Assignments Due: Issues in ICAL Quiz 2

February 9 (Week 5)

Topic: Trends in International Children's and Adolescent Literature: Folklore

Readings Due:

- * Regions Overview Handout
- * Pgs. 83-90 "Folklore," *GPCL*
- * International Children's Folklore (Asia, Africa, Central and South America, Europe, Australia/Canada/United Kingdom, or United States book depending on your small group)

Assignments Due: ICAL Reader Response Journal Folklore

February 16 (Week 6)

Topic: Issues in International Children's Literature: Authenticity continued, and Translation and Availability

Readings Due:

- * Regions Overview Handout
- * Pgs. 25-26, 28-34 "Availability of Global Children's Literature" and "Translation of International Children's Books", *GPCL*
- * Article: "Storyselling" by Daniel Hade
- * Article: "Building Bridges From Both Sides" by Kathleen T. Isaacs *OR* "Hang On A Moment" by Elizabeth Law (available at http://hbook.com/magazine/articles/2010/may10_law.asp)
- * *Heartsinger* handout

Assignments Due: Issues in ICAL Quiz 3

February 23 (Week 7)

Topic: Trends in International Children's and Adolescent Literature: Contemporary Realistic Fiction

Readings Due:

- * Regions Overview Handout
- * Pgs. 53-63 "Fiction," *GPCL*
- * Pgs. 125-127 "FAQ" *RG*
- * Brief Editorial: "Here's Why It's Censorship" by Roger Sutton
- * Article (Choose one of the following to read):
 - "Justifying Violence in Children's Literature" by Carl Tomlinson
 - "Undesirable Publication: *A Journey to Jo'burg*" by Beverley Naidoo
 - "Censorship of Children's Books" by Amy McClure
- * International Children's Contemporary Realistic Fiction Book (Asia, Africa, Central and South America, Europe, Australia/Canada/United Kingdom, or United States book depending on your small group)

Assignments Due: ICAL Reader Response Journal Cont. Real. Fic.

March 1 (Week 8)

Topic: Connecting Children and International Children's and Adolescent Literature Part 1

Readings Due:

- * Chapter 2 and 3 "Literary Theme Studies and an Integrated Curriculum; Integrated Language Arts," *RG*

Assignments Due: Hans Christian Andersen Medal Project

March 8 (Week 9)

Topic: Trends in International Children's and Adolescent Literature: Fantasy and Science Fiction

Readings Due:

- * Regions Overview Handout
- * Pgs. 53-63 "Fiction" *GPCL*
- * International Children's Science Fiction and Fantasy Book (as assigned)
- * Newbery Award Winning Speech (Choose one of the following to read):
Lois Lowry, *The Giver* OR
Neil Gaiman, *The Graveyard Book*

Assignments Due: ICAL Reader Response Journal Science Fiction and Fantasy

(Spring Break: March 12- 16, Week 10)

March 22 (Week 11)

Topic: Trends in International Children's and Adolescent Literature: Historical Fiction

Readings Due:

- * Regions Overview Handout
- * Article "The Shaping of The Clay Marble" by Minfong Ho OR "Pol Pot's Reign of Terror: Why Write About it for Children?" by Allan Baillie
- * International Children's Historical Fiction Book (Asia, Africa, Central and South America, Europe, Australia/Canada/United Kingdom, or United States book depending on your small group)

Assignments Due: ICAL Reader Response Journal Historical Fiction

March 29 (Week 12)

Topic: Trends in International Children's and Adolescent Literature: Nonfiction and Biography

Readings Due:

- * Regions Overview Handout
- * Pgs. 63-77 "Informational Books" and "Biography" *GPCL*
- * Article : "Fourth Graders Read, Write, and Talk about Freedom" by Susan Lehr OR "Cultural Politics and Writing for Young People" by Joel Taxel
- * International Children's Nonfiction and Biography Book (Asia, Africa, Central and South America, Europe, Australia/Canada/United Kingdom, or United States book depending on your small group)

Assignments Due: ICAL Reader Response Journal Nonfiction and Biography

April 5 (Week 13)

Topic: Connecting Children and International Children's and Adolescent Literature Part 2

Readings Due:

* Choose one:

Chapter 4 "Social Studies," *RG*

Chapter 5 "Science and Mathematics," *RG*

Chapter 6 "The Arts," *RG*

* Also review the reading from March 1st -- Chapter 2 and 3 "Literary Theme Studies and an Integrated Curriculum; Integrated Language Arts," *RG*

Assignments Due: Issues in ICAL Quiz 4

April 12 (Week 14)

Topic: Trends in International Children's and Adolescent Literature: Poetry and Verse

Readings Due:

* Regions Overview Handout

* Pgs. 77-83 "Poetic Language and Forms," *GPCL*

* International Children's Poetry Book (Choose one from the two global collections)

Assignments Due: ICAL Reader Response Journal Poetry

April 19 (Week 15)

Topic: Applications of Connecting Children and International Children's and Adolescent Literature- Focus on Themes/Universal Topics in International Children's and Adolescent Literature; Wrap-Up of Course

Readings Due: None

Assignments Due: Global Children's and Adolescent Literature Special Topics Annotated Bibliographies