LIS 7963 (40296) Social Justice and Children’s/YA Literature
SYLLABUS | 2011 Summer

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Class Hours Tue and Thur 6-9P
Class Location CdC 019
Prerequisites LIS 7010, 7040

Disclaimer The paper syllabus is a draft syllabus. You will receive an email invitation to join our course PBWorks page; please check PBWorks regularly for the most updated schedule, assignments, etc. This syllabus is subject to change at any time at the discretion of the instructor. Changes will be noted; deletions will be marked with red strikethrough and additions will be noted in blue.

Course Overview
Students in this course will learn how to select, read, evaluate and analyze depictions and aspects of social justice and injustice in children’s and young adult literature. Through various genres of literature intended for both the child and adolescent reader, students will develop an informed awareness of the complex perspectives, uses and boundaries of literature and will learn to recognize and analyze how adolescent and children’s literature depict stories related to social justice, tolerance, equality and social change.

We will engage in a variety of teaching/learning methods to cover the course material, including but not limited to: lecture, small/large group discussions, independent and group projects, written and oral presentations.

Course Objectives
- To gain an understanding of the history of social justice-related children’s literature;
- To become familiar with a range of authors, works, genres and media depicting social justice issues for youth;
- To gain experience in discussing, evaluating and promoting children’s literature/resources that depict social justice issues;
- To learn strategies for connecting young people with social justice literature;
- To identify and discuss literary and societal trends and social justice issues (war, refugee, migration, class, gender, etc) represented in materials for youth.

By successfully finishing this course, students will be able to select, evaluate, and recommend a variety of materials depicting social justice issues for young audiences.

Student Learning Outcomes
- Demonstrate critical thinking by integrating relevant models, theories, research and practices. (class discussions, book reviews, final paper)
- Communicate knowledge from library and information studies and related disciplines. (class discussions, flyers, book reviews, final paper, final poster)
• Demonstrate understanding of the selection, acquisition, licensing, organization, preservation, retrieval, and use of recorded knowledge and information resources. (class discussions, flyers, book reviews, final paper, final poster)
• Promote and model the professional values of ethical responsibility, intellectual freedom, and universal access to information. (class discussions, flyers, final paper, final poster)
• Demonstrate awareness of diverse groups and how to serve them effectively. (class discussions, flyers, final paper)
• Teach others to identify, analyze, organize, and use information. (class discussions, flyers)

LENSES
The following are the possible topics/lenses through which you might consider reading the books in our reading list:

- acculturation
- accuracy
- ageism
- alternative family structures
- Anglocentrism
- animal rights
- appropriation
- assimilation
- authorship
- auto/biographies
- beauty
- book awards
- caricatures
- change agents
- child trafficking
- citizenship and belonging
- civil rights movement
- class
- colonialism
- culture
- differently abled
- empathy
- environmentalism
- folktales
- gender in/equality
- globalism
- glorification/demonizing/ghettoizing
- Holocaust
- honesty
- immigration
- imperialism
- incarceration
- Japanese internment
- LGBTQ
- mockery
- peace
- political differences
- poverty
- quality of writing and images
- racial/ethnic groups. For example:
  - Native Americans/American Indians
  - African Americans
  - Asian Americans
  - Latino/a Americans
- refugees
- religion and belief systems
- sexual orientation
- slavery
- social activism
- social class and status
- social control
- stereotyping
- translations from other languages into English
- violence
- war
- whitewashing
- women’s rights

ASSIGNMENTS
You must complete every assignment to pass the class. Thoughtful completion of the following assignments will help you succeed in this course:

(15 pts) Attendance and Participation
You are expected to be present, have all readings completed, and be engaged during all classes. You will not be able to make up participation points for missing or being late to class. If you must
miss class the day an assignment is due, you must still make prior arrangements to get your assignment turned in on time. Late assignments will not be accepted without prior approval from the instructor, communicated at least 24 hours before the assignment is due. Emergencies will be handled on a case-by-case basis. Participation points are earned by the student at the discretion of the instructor.

You will be graded on content, organization, delivery, style (correct grammar, spelling, etc.) and creativity. For assistance, consult Deb Torres' "Writing Tips" document, the O’Neill Center, the SCU library, or Purdue’s OWL website. No title page is required. Proofread everything before turning in your assignments.

(5 pts) Short and (5 pts) Long Book Reviews

- Choose a social justice topic and read one picture book and one novel on that topic. Books must be published between 2008 and 2011. Write a SHORT review (50 words) of each book. These should be concise summaries of the plot and themes and focus less on analysis. The books may be works of fiction, nonfiction, poetry, etc. as long as one is a picture book format and the other is a novel. You may not use books that we have read in class or that you have used for other assignments. Include a full citation: author(s) and/or editor(s), illustrator(s), publisher, place of publication, year of publication; reading level/age group; ISBN. You must also include the word count for your review.

- Choose a different social justice topic and read one picture book and one novel on that topic. Books must be published between 2008 and 2011. Write a LONG review (500 words) of each book. These should be critical reviews with in-depth analysis. You may quote from other reviews, but the majority of the text must be in your own words. The books may be works of fiction, nonfiction, poetry, etc. as long as one is picture book format and the other is a novel. You may not use books that we have read in class or that you have used for other assignments. Include a full citation: author(s) and/or editor(s), illustrator(s), publisher, place of publication, year of publication; reading level/age group; ISBN. You must also include the word count for your review.

Things to include and consider for the long book review:

- Include a full citation: author(s) and/or editor(s), illustrator(s), publisher, place of publication, year of publication; reading level/age group; ISBN;
- Imagine that you are actually going to publish this, so you must stay within the word limit;
- Consider audience, scope, style, quality;
- Be descriptive: include objective descriptions about the characters, plot, theme, or illustrations;
- Be analytical: analyze literary and artistic elements, including evaluation; comparison, and mention of contributions to the field;
- Be contextual: what is the larger social, economic, political, historical, geographical, etc., context for the story?
- Consider (agree or disagree with) reviews from professional review journals
- Be ethical and consistent in citation styles;
- Include a full bibliography of all resources consulted (including book reviews and works consulted for setting, fact checking, etc).
- Include a word count.
“Reviewing is only concerned with what is imminent in publishing, with what is being produced at the present time; and does its job well by selecting, classifying, and evaluating—evaluating for the time being. Criticism deals with literature in perspective and places a book in a larger context...” (Paul Heins, “Out on a Limb with the Critics: Some Random Thoughts on the Present State of the Criticism of Children’s Literature” as quoted in Kathleen T. Horning’s From Cover to Cover: Evaluating and Reviewing Children’s Books p.178-179).

(10 pts) Author/ Illustrator Flyer
Research one author or illustrator of children’s or young adult books who is a member of an under-represented group (GLBTQ community, racial minority, immigrant or refugee, etc). Create a flyer addressing at least 5 major publications, awards, and a brief biography. Write summaries (2 to 3 sentences) in your own words for each work; you may not quote from other reviews. Include minimal bibliographic information: author and/or illustrator, publisher, year of publication. Be creative!

(30 pts – 10 pts each) Lead a Class Discussion
Each student will lead three 45-minute presentation/discussions. At least half the presentation should be class discussion. Be creative! Consider addressing the following:

- Historical/social/political/cultural context of the texts
- Authors/illustrators’ biographies
- Reception of the text (reviews, awards, criticisms)
- Censorship and access issues
- Programming ideas

Show evidence of outside research - background reading on author, author’s website, journal articles on the text, book reviews, and so on. I strongly encourage you to read critical scholarship in journals such as The Lion and the Unicorn, School Library Journal, Children’s Literature, Children’s Literature Association Quarterly, Bookbird, The Horn Book, Children’s Literature in Education. Turn in one copy of your presentation (PPT printout or outline, bibliography, etc) to the instructor.

If you choose to use the LCD projector for your presentation, keep the following in mind:

- visual (don’t put too much text on one slide)
- ethical use of sources (cite your sources, quotes, images, and so on)
- preparation (test your technology; for example, if you’re showing a DVD or YouTube video, make sure it works!)
- audience engagement (don’t read long quotes straight from your slides)

(35 pts) Final
Explore an issue related to social justice and children’s and/or young adult literature and write an 8-10 page (2,000-2,5000 words) research paper (20 pts). Your proposed topic is due the third week of class. You must incorporate class readings and show evidence of outside research. You may use a maximum of two texts discussed during class, but they cannot comprise more than half the texts you examine in your paper. You will also create a poster (minimum 20x30 inches) about your research paper and present it to the class (15 pts). The final paper and poster are due the last day of class. Late or emailed papers will NOT be accepted.
Follow these guidelines for your assignments:

- 1-inch margins
- Double-spaced
- Page numbers and word count
- Chicago or APA style, most recent editions
- You may list Wikipedia as a resource, but it cannot be the only or primary resource. You are expected to consult academic journals for your additional readings and research.

CLASS SCHEDULE

WEEK 1 | Tues May 31 | Introduction

Articles


Books

- *Claudette Colvin: Twice Toward Justice* by Phillip M. Hoose
- *The Hunger Games* by Suzanne Collins
- Bring to class a children’s or YA book that you think speaks to a social justice issue.

WEEK 1 | Thurs June 2 | Slavery, Colonizing the Body & Publishing

Due

- Bring a book about slavery (fiction or nonfiction, for children or young adults)

Articles


Books

- *Moses: When Harriet Tubman Led Her People to Freedom* by Carole Boston Weatherford
- *The Surrender Tree* by Margarita Engle
- *Elijah of Buxton* by Christopher Paul Curtis

WEEK 2 | Tues June 7 | CLASS IS OFF-SITE at UMN Children’s Literature Research Collection in Anderson Library (West Bank)

Due

- Bring a book to class that you think speaks to a social justice issue.
- Find, read and bring to class at least 2 book reviews of *Monster* and 2 book reviews of *The Giver*.

**Articles**

**Books**
- *Monster* by Walter Dean Myers
- *The Giver* by Lois Lowry

**WEEK 2 | Thurs June 9 | Gender, Social Activism, Literacy**

**Due**
- Bring a book about literacy (fiction or nonfiction, for children or young adults)

**Article**

**Books**
- *Tofu Quilt* by Ching Yeung Russell
- *Jane Addams: Champion of Democracy* by Dennis Brindell Fradin and Judith Bloom Fradin

**WEEK 3 | Tues June 14 | War**

**Due**
- Short book reviews
- Bring a book about the Holocaust (fiction or nonfiction, for children or young adults)

**Articles**

**Books**
- *Dia’s Story Cloth: The Hmong People’s Journey of Freedom* by Dia Cha
- *The Boy in the Striped Pajamas* by John Boyne

**WEEK 3 | Thurs June 16 | War**

**Due**
- Proposal for final project
- Bring in a book about 9/11 and/or Hurricane Katrina (fiction or nonfiction, for children or young adults)

**Books**
- *The Enemy* by Davide Cali and Serge Bloch
- *When My Name Was Keoko* by Linda Sue Park
- *Tasting the Sky: A Palestinian Childhood* by Ibtisam Barakat

**WEEK 4 | Tues June 21 | Citizenship & Belonging**

**Articles**
- *Home of the Brave* by Allen Say
- *Baseball Saved Us* by Ken Mochizuki
- *Denied, Detained, Deported: Stories from the Dark Side of American Immigration* by Ann Bausum
- *Esperanza Rising* by Pam Munoz Ryan

### WEEK 4 | Thurs June 23 | Gender and Family | NO CLASS - post to the PBworks page

**Articles**

**Books**
- *Uncle Bobby’s Wedding* by Sarah S. Brannen
- *Rainbow Boys* by Alex Sanchez

**Due**
- Post a 300 word entry regarding your reactions to today’s articles and books. Respond to at least two other students’ posts. Due by June 23, Thursday at 11:59PM.

### WEEK 5 | Tues June 28 | Native Americans in Literature & Society

**Due**
- Long book review
- Bring a Native American folktale for children or young adults

**Articles**

**Books**
- *Shi-shi-Etko* by Nicola I. Campbell
- *Sacajawea* by Joseph Bruchac

### WEEK 5 | Thurs June 30 | Perspective & Shared Storytelling

**Due**
- Author/illustrator flyer

**Articles**

**Books**
- *Bamboo People* by Mitali Perkins
- *The Traitor: Golden Mountain Chronicles, 1885* by Laurence Yep

### WEEK 6 | Tues July 5 | Adoption & Privilege

**Articles**

**Books**
- When the Black Girl Sings by Bil Wright
- Voices from Another Place: A Collection of Works from a Generation Born in Korea and Adopted to Other Countries edited by Susan Soon-Keum Cox (contact publisher Brian Boyd for purchasing information: BBoyd@yeongandyeong.com)

**WEEK 6 | Thurs July 7 | Consumerism & Environmentalism**

**Due**
- Bring in a book about animal rights AND a biography (fiction or nonfiction, for children or young adults)

**Articles**

**Books**
- Planting the Trees of Kenya: The Story of Wangari Maathai by Claire A. Nivola
- Aloha, Kanani by Lisa Yee (American Girl series)
- Eighth-Grade Superzero by Olugbemisola Rhuday-Perkovich

**WEEK 7 | Tues July 12 | Dis/abilities**

**Articles**
- Find and read a scholarly article that discusses representations of dis/abilities in children’s and/or young adult literature. Bring to class.

**Books**
- The Black Book of Colors by Menena Cottin, Rosana Faria, and Elisa Amado
- Marcelo in the Real World by Francisco X. Stork

**WEEK 7 | Thurs July 14 | Names, Translations & Final Poster Session**

**Due**
- Bring in a book depicting Arabs and/or Arab Americans AND a translated book (fiction or nonfiction, for children or young adults)

**Articles**

**Books**
- The Name Jar by Yangsook Choi
- My Name is Sangoel by Karen Lynn Williams
- This Thing Called the Future: A Novel by J.L. Powers