This course is based in a broad definition of culture as the specific ways in which people live and think in the world; “the shared patterns that set the tone, character and quality of people’s lives” (Geertz, 1973, p. 216). Therefore, while literature related to particular ethnic groups will be highlighted, these books will be examined within a broad understanding of culture as including, but going beyond, ethnicity to language, gender, social class, family structures, religion, race, values, beliefs, etc. We will not look at multiculturalism as a special set of books or a thematic unit that is set apart from the “regular” curriculum” or children’s literature. Instead, we will explore multiculturalism as an orientation that permeates the curriculum in order to create an education and a literature that are multicultural (Sleeter and Grant, 1987). Also cosmopolitanism will enable to see all human beings, regardless of their political affiliation, are citizens in a single community beyond ethnicity-oriented cultural definitions in multiculturalism. Cosmopolitanism’s philosophical interest lies in its challenge to commonly recognized and practiced attachments to fellow-citizens, the local state, parochially shared cultures, and the like (Kleingeled & Brown, 2013).

Expanded Course Description
An emphasis on integrating multicultural literature into schools and libraries has permeated children’s and adolescent literature over the past ten years. This emphasis grew out of research showing that people of color are consistently underrepresented and stereotyped in U.S. children’s books and is a response to the increasingly global nature of our society and the growing availability of books from other countries.

We will explore a literature that is multicultural by examining books and literary engagements that inquire into personal cultural identities, cross-cultural and ethnic studies, multicultural themes and approaches, and inquiries on racism and discrimination; all of these will be examined within a focus on reading multiculturally with a “critical eye.” Texts are always socially, culturally, and politically located within a particular perspective. Texts encode cultural values and it's possible for readers to step back, weigh those values on the balance of their own experience and knowledge, and to question, and sometimes reject, the version of the world encoded in that book.

Within this course, our goal is to form a community of readers in which diverse, even opposing, readings of books are welcomed. Our focus isn't 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:


3. Developing critical eyes to examine books and literary engagements that inquire into personal cultural identities, cross-cultural and ethnic studies, multicultural themes and approaches, and inquiries on racism and discrimination. NMAC. 6.61.2.10. F. 5.

4. Understanding literary marginality through multiculturalism and cosmopolitanism frameworks.

5. Developing ability to analyzes the use of cross-cultural literature that fosters a sense of identity and appreciation of diversity to develop literacy. Includes readings from multiethnic literature about Black, Native, Latino, and Asian Americans as well as other specific cultural groups and identities. Focuses on reading from a critical multicultural perspective. NMAC 6. 64.3.9.A. 4.e.

6. Developing the ability to review multicultural literature with sensitivity of cultural authenticity. NMAC. 6.61.2.10.B.1.

7. Becoming familiar with the professional scholarly database and children and adolescents’ literature. NMAC 6.64.39. A. 1.b.

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

1. Learning is an active process.
   We will immerse ourselves in reading and responding to professional readings and children’s literature.

2. Learning is a social process of collaborating with others.
   We will explore our thinking about our reading and experiences through dialogue in small groups.

3. 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 also explore the tensions that arise from exploring alternative and oppositional interpretations of literature.

4. 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 projects and small group activities.

5. 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.

6. 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.

7. **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. (adopted from Kathy G. Short, Ph.D.)

The department of Language, Literacy and Sociocultural Studies (LLSS) is a multidisciplinary department committed to:

- The study of the social and political contexts of education.
- Scholarly inquiry using qualitative, critical, and innovative research methodology.
- Valuing differences of class, race, language, gender, sexual orientation, disability, and age as sources of leadership and expertise.
- Creating a community of educators devoted to social justice.

**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 in the class.

- Discussion 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:**

*Textbooks*

- *What if and Why: Literacy Invitation for Multilingual Classrooms* by Katie van Sluys. Heinemann
- *Stories Matter* by Dana Fox & Kathy Short. NCTE

*Children & Adolescents’ Literature*

- *Garden of My Imaan* (2013) by Farhana Zia
- *Silver People* (2014) by Margarita Engle
- *The Honest Truth* (2014) by Dan Gemeinhart
- *Great Wall of Lucy Wu* (2011) by Wendy Wan-Long Shang
- *If I Ever Get out of Here* (2015) by Eric Gansworth
Cross-Cultural Literature for Young People
LLSS 539, Fall 2016
Monday 4:00-6:30

- *George* (2015) Alex Gino

Articles on UNM LEARN and children’s and adolescent literature for small group discussions. Check UNM Learn for each week’s announcement for assignments and readings. The Reading list for small group discussion is separately provided for your reading arrangement depending on what we cover.

LEARNING EXPERIENCES:

1. **Participation and attendance**
   Attend class regularly and actively participate in class discussions, literature circles, written responses, and class activities. An essential aspect of participation is to read and prepare for discussions of children's literature and the professional readings. Preparation and participation in class is significant, not only for your learning, but for the learning of others. If you are absent or not prepared for class, your actions will have a significant impact on others as well as on your own learning. If you absolutely must miss a class session due to illness, leave a message for us in advance at LLSS office (277-0437) or on e-mail. Contact a class member so that you are fully prepared for the next class meeting. **More than one absence or excessive tardiness/leaving early will affect your grade for the course.**

2. **Weekly Reflection Journal**
   The purpose of the journal is for you to reflect on your readings of children's 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.

   In the case of children's literature, respond to the book(s) which we are discussing in class. Your response may include comments about the memories and feelings the book evokes for you, the author's construction of the plot, setting, characters (including their racial, gender or class identities), or themes, the book’s perspective on social relations, life and living, etc. Write about your response to the book.

   In responding to the professional readings, you may choose to respond to the articles/chapters focusing on ideas or issues you found interesting or provocative that go across the readings. Or you may choose to respond to one of the articles/chapters of particular interest to you or even to an idea in an article/chapter/blog posts of particular interest to you or to an idea that catches your attention.

   You will hand in your journal every week. Type it up, 1.5 space, 12 font, 1-2 pages, and stapled. You will collect your weekly reflections in a binder and submit it in the end of the semester.

3. **Cultural Memoir (9/12)**
   Write a short cultural memoir where you reflect on who you are as a cultural being and what has shaped you as a cultural being; particularly how your experiences growing up in your family and community have influenced who you are. You can choose the genre and writing style for your cultural memoir - family stories, letters to significant people in your life, poetry, a picture book, etc. Include photographs that reflect the influences in your life if possible. You may want to look at old newspapers or interview family members about the events/issues of the time period in which you grew up.

4 / 13
4. Biblionasium-Literature Reading Record
You will be browsing and reading many children's and adolescent books throughout the course. Open an account at Biblionasium at https://www.biblionasium.com/#tab/content-summer-mix and join the group called “LLSS 539 UNM Readers”. This is a type of recordkeeping system so that you are able to keep track of the books you read for later use and invite your students to think like a book critique. (double points). You will submit an analytical reflection on your Biblionasium Reading Record on December 5.

4.1 Book Browsing:
Each week you will bring 2~3 books that are related to the weekly theme. You can reference our textbooks, articles, etc. Some cases, specific instruction is given for the book browsing material.

5. Evaluation of Award-Winning Children’s and Adolescent Literature (10/17)
Award-winning children’s and adolescent literature have often been the focus of research to examine current patterns related to multicultural issues. The major ALA awards (e.g. Caldecott and Newbery) announces at the end of January. You will each work with a partner in reading and reviewing 3-5 children’s and/or adolescent picture books and novels which have been named in these awards. You will evaluate the books based on literary criteria as well as issues of cultural identity, cultural diversity and cultural authenticity, based on our course readings and class discussions. You will also locate journal reviews and background information on the authors to research other perspectives on the books. A written evaluation of the books will be due on October 17 along with a short handout/newsletter to distribute at the conference. (Triple points)

6. Create a text set for curricular integration (11/14)
Choose a topic or theme that serves curricular invitations for your classroom. The theme could be related to your basal anthology or social studies or science curriculum, or could be a critical social issue that you want to explore with students. Reference Katie van Sluys’ (2005), What if and Why?: Literacy Invitations for Multilingual Classrooms. Put together a text set of 10-12 titles that explore this theme from diverse cultural perspectives. Create a handout of an annotated bibliography of the text set and bring the books to share with class members on November 14. (Two points)

7. Inquiry Project (11/7 & 12/5)
Choose a question or issue of concern to you in relation to cultural issues in children's/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 your focus through professional readings, children's books, discussions, interviews, observations, and/or work with children. You can choose to do your inquiry project alone or with others. The only limitation on this project is that it needs to relate to cultural issues in children's/adolescent literature and is on a question that matters to you as an educator.

Some possible options for your project are:

• an indepth analysis of a set of books (books about slavery, migrant life, child labor, or a specific cultural group)
• an issue (e.g. censorship of books deemed racist or sexist, stereotypes within a particular group of books)
• a study of an author, illustrator, poet, or theme relevant to multiculturalism
• a community inquiry on programs to promote reading or attitudes toward reading within a particular cultural group
• a study of children's or adults' responses to children's books that are multicultural or related to a specific cultural group
• write your own piece of literature that is based in a specific cultural experience
• your proposal

Form an inquiry group with other individuals who have questions similar to your's. The group will support each other in designing their inquiries, discussing related issues, and thinking through what they are learning.

A project proposal will be due November 7. 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 December 5. The inquiry projects will be presented to other class members during the last two class sessions, December 5 and 12. (Triple Points)

8. Course Portfolio (12/5)
The inquiry notebook will collect and organize the various course activities and readings in which you engage as part of this course. We encourage you to personalize this notebook in your own special way to create what Hubbard and Power call the "artist's toolbox." You can include all of documents your process in this semester. You will need a looseleaf notebook and dividers for several sections. This is due December 5. (Double points)

• Weekly Reflections: This section of the notebook will be a place for you to keep your weekly reflections

• Project Reflections: This section will contain your reflections on our different projects.

• Inquiry Artifacts: This section will contain the artifacts that you collect from the course. Handouts from your peers and me goes here. The artifacts can be any material that you used for your projects. (i.e. textset, cultural memoire, notes, conference handouts, evaluation of award-winnings, etc.)

• Final Inquiry Project

• Bibliographies/Summaries of professional readings: Each week, you will be reading professional articles and book chapters. Place all of your articles here. Additionally you need to locate a referenced article or book chapter that is cited in assigned readings. Include those extended readings in this section. Provide a list of your professional readings you place in this section. Each entry has APA style reference format with your memo. This memo indicates academic usefulness for your interest.

• Reflection of Biblionaisum Experiences
PROFESSIONAL EXPECTATIONS

COURSE POLICIES

Participation and Attendance

While participation styles will vary, being prepared and actively participating is necessary for group interactions, written responses and class engagements. Active participation will require reading the text and articles as well as preparing for discussions by critically reflecting on your thoughts and connections about your reading. Reading, writing and sharing helps create and sustain our community of learners. This course is highly experiential. Therefore, attendance and participation are important. You cannot make up in-class discussions and experiences resulting from an absence by getting class notes or reading the articles.

More than two absences will lower your grade by one letter grade per absence. In this class 2 occurrences of tardiness and/or leaving early is equal to one absence. Some examples are:

1. If you earn an “A” in the course and you have been absent 4 times your final grade will be a “C.” (The two absences do not affect your final grade. The second absence drops your final grade to a “B.” The third absence drops your final grade to a “C.”)

2. If you earn an "A" in the course and you have been absent 2 times and tardy 1 time your final grade will be a "B." (The two absences do not affect your final grade. The tardy drops your final grade to a “B” because you have more than two absences.)

If you absolutely must miss a class due to illness, please leave a message for me in advance at the LLSS office (277-0437) or through email. Then contact a class member so that you are fully prepared for the next class.

All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion. Also, absences preapproved by the UNM Dean of Students will be honored. Prior notice of these absences is expected.

Late Assignments

All due dates are firm unless modified by the professor or you have discussed the assignment due date in advance with the professor. No assignments will be accepted after the last class (12/5).

Work Quality

Your level of professionalism and knowledge will be judged in part by the way in which you present yourself in your writing. For these reasons, your will showcase your best literacy skills in the work you produce and submit. Attention to spelling, punctuation and other mechanical aspects of your work, as well as to the content is imperative. All written assignments submitted are considered final draft and should be well crafted and edited. Submitting work with a substantial number of grammatical, spelling and punctuation errors may have a negative effect on your grade. I encourage you to help each other with
revisions and editing. The GRC (Graduate Resource Center) is another support available to you as a graduate student, but they will not edit your work. Please take advantage of their services;

**Submitting an Assignment**

All written assignments are to be typed, double spaced, 12 point font and in APA format unless specified by the professor (verbally or in the assignment description). The OWL Purdue website is one source that you might find helpful for APA formatting tips [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/)

Assignments submitted through email will not be accepted.

**Academic Sources**

Academic sources strengthen the content of your work and add credibility to your words. The uses of unreliable sources such as Wikipedia or a relative who is in the teaching profession are not academically credible and therefore are not permitted in this course. Please use only academically credible sources.

**Grading**

Your final course grade will be based on the points from your course assignments, your attendance, your active participation and your preparation for class. The requirements and experiences outlined delineate minimum standards for the course. Each assignment you provide your self-grading point when you submit.

In general, each assignment is worth 3 points. A few challenging tasks are ‘double-weighted’ and, thus, worth 6 points. The following scale is used to grade assignments:

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<tr>
<th>3 points</th>
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<tr>
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<td>1 point</td>
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<td>DISTINGUISHED</td>
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<td>PROGRESSING</td>
<td>UNSATISFACTORY</td>
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<td>Excellent work, thoughtful, meets all of the requirements, on time</td>
<td>Good work, meets all but 1 of the requirements, but no more, on time</td>
<td>Limited quality work, does not meet 2 or more of the requirements, on time</td>
<td>Poor quality work, does not meet 50% of the requirements</td>
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Specific guidelines for each assignment will be provided in written form and instructional support will be provided in class. Points will be converted to grades at the end of the semester using the following scale.

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<tr>
<th>Letter grade</th>
<th>GPA points</th>
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<tr>
<td>A+</td>
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<tr>
<td>A</td>
<td>3.7</td>
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<tr>
<td>A-</td>
<td>3.3</td>
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<tr>
<td>B+</td>
<td>3.0</td>
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<tr>
<td>B</td>
<td>2.7</td>
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<tr>
<td>B-</td>
<td>2.3</td>
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<tr>
<td>C+</td>
<td>2.0</td>
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<tr>
<td>C</td>
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<td>C-</td>
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<td>D</td>
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Grading Scale
UNM Policies

Academic Dishonesty

Definition
"Academic dishonesty" includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the University; and nondisclosure or misrepresentation in filling out applications or other University records.

Policy
Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty or who otherwise fails to meet the expected standards. Any student judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course (Regents’ Policy Manual-Section 4.8)

Student with disabilities
If you anticipate issues related to the format or requirements of this course, please register with ARC @ Disability Resources (272.3000; http/arc.unm.edu/) and meet with me. I would like us to discuss ways to ensure your full participation in the course. We can then plan how best to coordinate your accommodations if you need. Without the formal registration with ARC, I cannot accommodate your needs.

American Disabilities Act
“In accordance with University Policy 2310 and the American Disabilities Act (ADA), reasonable academic accommodations may be made for any qualified student who notifies the instructor of the need for an accommodation. It is imperative that you take the initiative to bring such needs to the instructor's attention, as the instructor is not legally permitted to inquire. The student is responsible for demonstrating the need for an academic adjustment by providing Student Services with complete and appropriate current documentation that establishes the disability, and the need for and appropriateness of the requested adjustment(s). However, students with disabilities are still required to adhere to all University policies, including policies concerning conduct and performance. Students who may require assistance in emergency evacuations should contact the instructor as to the most appropriate procedures to follow. Contact Accessibility Services at 505-661-4692 for additional information.” The UNM Accessibility Resource Center’s web site is at this link: http://as2.unm.edu. The UNM Online Accessibility Support policy statement is available here: http://online.unm.edu/help/learn/students/accessibility-support.html

The Student Code of Conduct and Plagiarism
The College of Education expects you to abide by the College's standards of conduct as outlined in the Academic Code of Conduct that you received upon admittance to the teacher education program. Listed in the handbook under Prohibited Conduct is the issue of plagiarism, which is the representation of someone else's work as one's own. This includes the use of papers written by others as well as the use of another's words, ideas or information without acknowledgement. Plagiarized assignments will not be accepted by
the instructor. Furthermore, a *Fitness to Teach* form will be submitted to the College of Education for any student who is caught plagiarizing any assignment in this course. Types of plagiarism include

- **Fabrication:** The falsification of data, information, or citations in any formal academic exercise.
- **Deception:** Providing false information to an instructor concerning a formal academic exercise—e.g., giving a false excuse for missing a deadline, falsely claiming to have completed an assignment, turning in an assignment used previously in another class.
- **Cheating:** Any attempt to give or obtain assistance in a formal academic exercise (like an examination) without due acknowledgment.
- **Sabotage:** Acting to prevent others from completing their work. This includes cutting pages out of library books or willfully disrupting the experiments of others. (E. Stolle, 2012)

**Policies against plagiarism** See the Student Code of Academic Integrity
[http://pathfinder.unm.edu/policies.htm#studentcode](http://pathfinder.unm.edu/policies.htm#studentcode)

**Policies against threatening behavior by students.** See the university policies.
[http://pathfinder.unm.edu/policies.htm](http://pathfinder.unm.edu/policies.htm)

**You are responsible to check weekly assignments and requirement for class participation by checking UNM Learn. Missing assignments/ class preparation due to insufficient participations of UNM Learn from your side is not excused as an legitimate reason but effect your grade **
Tentative Schedule of Class Sessions

**Aug 22**  Introduction to the Course: What is culture?

**Aug 29**  What are your cultural identities?
- Due: Rough draft of a cultural memory story
- Due: 3 artifacts on your cultural identities
- Due: 3 multicultural books that you remember and read (bring it to the class)
- Read: Short (2013)
- Read: Sluys, C.1 & 2.

**Sep 5**  Labor Day (No Class)

**Sep 12**  What is multicultural literature?
- Due: Cultural memoir
  - Read: *In the Footsteps of Crazy horse*
  - Read: Fox/Short, C. 9, 3 and 20

**Sep 19**  What is Cultural Authenticity? What is Cosmopolitanism?
- Read: a children’s/adolescent novel related to own cultural identity
- Read: Fox/Short, C. 1 and 2
- Read: Donald
- Read: Checklist for stereotypes from Council on Interracial Books for Children
- Get Ready to Share the Award you choose for October 17th assignment

**Sep 26**  A Literature and Curriculum that are Multicultural
- Read: *Crossover* by Kwame Alexander
- Read: Fox/Short, C. 9 and 14
- Read: Sciurba
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<th>Topic</th>
<th>Assignments</th>
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| Oct 3   | Identity, Race, and language in African-American Literature | - Read: Fox/Short, C. 3 and 4.  
- Read: Brooks & Mcnair  
- Read: *Full Cicada Moon* |
| Oct 10  | Understanding Stereotype and Realism in Native American Literature | - Read: Fox/Short, C. 6 and 15, Sluys C. 3 and 4.  
- Read: Reese  
- Read: *If I Ever Get Out of Here* by Eric Gansworth |
| Oct 17  | Arab American Literature & Book talks of Award-Winning Books | - Due: Evaluations of Award-Winning Books  
- Read: Sluys C. 5 & 6.  
- Read: Torres  
- Read: *Garden of My Imaan* |
- Read: Fox/Short, C. 21 and 22,  
- Read: *Great Wall of Lucy Wu* by Wendy Wan-Long Shang |
| Nov 7   | Unpacking Latina/o Voices in Children’s Literature         | - Due: Project Proposal  
- Due: Mid-term reflection  
- Read: Fox/Short, C. 5 and 19  
- Read: *Silver People* by Margarita Engle |
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<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
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| Nov 14| Curricular Integration of Diverse Cultural Perspectives | · Due: a text set and bibliography around a curricular invitation  
· Read: Lester  
· Read: Flores  
· Read: *George* by Alex Gino |
| Nov 21| NCTE (NO CLASS) / Cultural Experiences Beyond Ethnicity | · Read: *The Honest Truth* by Dan Gemeinhart  
· Read: Sluys C. 7 and 8  
· Read: Fox/Short, C. 7, 8, 11 |
| Nov 28| The Complexities of Cultural Authenticity       | · Read: Fox/Short, C. 12, 16, 17, 18  
· Due: *Ruby On the Outside* by Nora Raleigh Baskin or *Rain Reign* by Ann M. Martin |
| Dec  5| Project Presentations I                       | · Due: Final projects  
· Due: Final reflections  
· Due: Course Portfolio |
| Dec 12| Project Presentation II and Personal Textset  |                                                                 |