EDPS 4331
International Children’s and Adolescent Literature
(3 credits)
Fall Semester 2017

Instructor: Dr. Lauren Aimonette Liang
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Class Held: Thursdays, 4:35-7:05
SAEC 2155

Office Hours: By appointment

Canvas Page: EDPS 4331 Section 002/Section 004 and EDPS 6331 Section 002

Course Description/Content Overview:
This course focuses on the growing body of international children’s and adolescent literature and the issues that surround this literature. As children’s literature researcher Laura Apol once 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 major issues that surround global children’s and adolescent literature, such as representation and 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?). marketing and translation, censorship and more. We will also consider global children’s literature published simultaneously in several countries and what effect this 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. 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.
3. Think critically about the issues in the field of international children’s and adolescent literature, such as representation and cultural authenticity, translation, and award-giving.
4. Develop the ability to select high quality international children’s and adolescent books to use across the curriculum in K-12 settings.
5. 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.
6. Learn various instructional methods for introducing K-12 students to quality global children’s and adolescent books and using them in the classroom.
7. Be encouraged to become an enthusiastic and knowledgeable literature educator who reads widely and is curious and passionate about literature for all children.

Required Text and Course Materials:
* The following text is required for this course. It is available at the University of Utah bookstore and copies are on reserve at the Marriott Library. If you choose not to purchase the book, you must plan accordingly to ensure you can read all the required chapters.
* The following text is recommended for this course but not required. It is available at the University of Utah bookstore and is on reserve at the Marriott Library:

* You will be reading 8 required international children’s and adolescent books. You will be assigned the particular set of 8 books you will read this semester on the first day of class. You may purchase these books, or you may borrow them from a local library. These books are also available at the Marriott Library on reserve. Picture books and shorter selections have a 2-hour loan period; longer selections have a two-day loan period so please plan accordingly. You are welcome to read all the class books, but only required to read your assigned set. See booklist 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 Canvas.
  -The Horn Book, Journal of Children’s Literature, Bookbird, Language Arts


**Course Assignments and Assessment:**
Following is a list of course assignments. Your final grade in the course is earned based upon your discussion and work in class, and your performance on the following assignments.

(1) Please note that all assignments must be submitted on Canvas prior to the start of class on the due date. Assignments submitted after the class has started will not be accepted.

(2) You must bring a printed copy of every Journal Response and the HCA Project to class. We will be using and writing on this assignments during class time. If you do not have a printed copy in class you will lose points for the assignment and for your participation that day.

(3) Except in the case of extraordinary personal hardship or an official excused absence, I will not accept late assignments.

1. **Preparation, Participation, and Class Discussions and Activities. 70 points.**

   **August 24- October 5 (35 points), October 19- December 14 (35 points)**

   For each class meeting you have assigned book chapters and/or articles to read. You are expected to have completed the readings before coming to class and be ready to contribute to whole-class and small-group discussions and activities. Be prepared to be an active voice in class, and also to show courtesy and respect to fellow students. 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.

   Note that you are expected to attend every class, be on time, stay the duration of the class, and participate in class discussion and activities. No exception to this unless you can provide official evidence of your absence (e.g., doctor’s note, university release letter, etc.) See the instructor in person if you know you will need to be out of class, or contact the instructor by email the day of class if you do not know in advance. Please also note also that missing more than 2 class sessions means you would not be eligible for taking an Incomplete. If you have two unexcused absences you must meet with the instructor in person to discuss the situation.

   Participation points are based upon participation in class discussions, assignments, activities, and pop quizzes which will be scattered throughout the semester. In order to earn the points, you must be present. If you are absent, participation points cannot be awarded and cannot be made up.
2. Issues in ICAL Quizzes (3). 40 points.
Quizzes on August 31 (10 points), September 14 (10 points), and a Final Quiz (20 points) on December 7.

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:
*August 31, Quiz 1 (10 points):* Defining ICAL, Its Value and Importance, and the Past and Present of ICAL; Evaluating ICAL and Awards in ICAL; Issues of Authenticity in ICAL
*September 14, Quiz 2 (10 points):* Defining ICAL; Translation and Availability; Issues of Cultural Authenticity and Representation in ICAL
*December 7, Quiz 3 (20 points):* Practical Exam (covers all course material)

3. ICAL Journal Responses. 25 points. (3 pts each; except Picturebooks which is 4 pts.)
Picturebook due September 7, Folklore due September 21, Contemporary Realistic Fiction Young Adult due September 28, Contemporary Realistic Fiction Early Readers/Elementary due October 5, Science Fiction/Fantasy due November 2, Historical Fiction due November 9, Biography due November 16, Nonfiction due November 30.

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

(1) **Response.** (about 1 page) This part should contain two 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
- Similarities/differences in the ways a particular theme/topic is treated by particular regions/countries.

(2) **Critique.** (about 1-2 pages) This part should focus on critiquing the various components of the book, particularly emphasizing elements of plot, setting, theme, style, point of view, authenticity and translation, illustration (if applicable), and using the criteria of excellence for the genre. Use your textbook readings in particular to help you.

Your journal responses 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 readings and discussions, and (4) the appropriate critical insights about the quality of the literature (based on what you have learned about that
4. Hans Christian Andersen Medal Author Study. 40 points. 
Due October 19. 
(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 (12 pts): Select and briefly critically annotate 4 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 (12 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 (13 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/her books. At the end, address what you would like PreK-12 students to know about the author’s background and how her/his background has influenced her/his 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, and 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 2nd. (2) Critique your peers’ projects in class on March 2nd. This procedure will be explained on March 2nd in class.

5. International Children’s Literature Read Aloud and Discussion. 10 points. 
Due October 26.

Arrange to read aloud an international children’s picturebook with a child. The book should be one you have read this semester for class or for your HCA Medal Project, or one you have learned about from class. Make sure it is an international or global book and not a US book.
You will read aloud the book to a child, or a small group of children, and then discuss the book with them. Follow good practices for read-aloud and discussion as you read about in your textbook.

After you have finished this experience, write a two-page account briefly explaining the details of your experience and a brief reflection. Be prepared to share this in class as part of the grade for this assignment.

6. Global Children’s and Adolescent Literature- Special Topics Annotated Bibliography. 50 points.
Due Monday, December 11 at 4:35 pm. (Handout due Thursday, December 7.) (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 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 you have considered the representation of cultures and any issues around cultural authenticity for each book.

Part 1 (15 pts): Write an introduction to your bibliography that explains why it is important to have an annotated bibliography to explore this essential question. Then describe how these books work together to explore/answer the essential question. How do the books compliment (both how they compare and how they contrast) one another? (4-5 pages)

Part 2 (15 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 (15 pts): Design two activities that will help your specific student group look carefully at the essential question (the overall topic) explored in the bibliography and the group of books. The activities are to involve the group of books rather than individual titles.

Part 4 (5 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 essential
question 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 December 7. Note that this handout is due the last week of class-- before the final project is due!

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<th>Required Assignments in Order of Due Dates:</th>
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<tbody>
<tr>
<td>Issues in ICAL Quiz 1</td>
<td>Aug 31</td>
<td>10 points</td>
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<tr>
<td>ICAL Journal Response Picturebooks</td>
<td>Sept 7</td>
<td>4 points</td>
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<tr>
<td>Issues in ICAL Quiz 2</td>
<td>Sept 14</td>
<td>10 points</td>
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<td>ICAL Journal Response Journal Folklore</td>
<td>Sept 21</td>
<td>3 points</td>
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<td>ICAL Journal Response CRF YA</td>
<td>Sept 28</td>
<td>3 points</td>
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<td>ICAL Journal Response CRF Early and Elem</td>
<td>Oct 5</td>
<td>3 points</td>
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<tr>
<td>Preparation/Participation Points Set One</td>
<td>October 5</td>
<td>35 points</td>
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<tr>
<td>HCA Medal Author Study</td>
<td>March 2</td>
<td>40 points</td>
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<td>Int Children’s Lit Read Aloud and Discussion</td>
<td>March 9</td>
<td>10 points</td>
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<td>ICAL Journal Response Sci Fic/Fant</td>
<td>Nov 2</td>
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<td>ICAL Journal Response Hist Fic</td>
<td>Nov 9</td>
<td>3 points</td>
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<td>ICAL Journal Response Journal Bio</td>
<td>Nov 16</td>
<td>3 points</td>
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<td>ICAL Journal Response Journal Nonfic</td>
<td>Nov 30</td>
<td>3 points</td>
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<td>Issues in ICAL Final Quiz</td>
<td>Dec 7</td>
<td>20 points</td>
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<tr>
<td>Preparation/Participation Points Set Two</td>
<td>Dec 7</td>
<td>35 points</td>
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<tr>
<td>ICAL-Special Topics Annotated Bibliography</td>
<td>Dec 11</td>
<td>50 points</td>
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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.**

*Appropriateness*  Does my work meet all criteria given on the syllabus *and* in class?

*Evidence of Knowledge*  Is it clear from my work that I know and understand the relevant material?

*Completeness*  Have I included all relevant information and ideas?

*Clarity*  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?

*Professional Presentation*  Is my paper typed and free of errors in grammar, punctuation, and spelling? (Please proofread *carefully*. 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 = 93-100%
A- = 90-92%
B+ = 87-89%
B = 83-86%
B- = 80-82%
C+ = 77-79%
C = 73-76%
C- = 70-72%
D+ = 67-69%
D = 63-66%
D- = 60-62%
E = less than 60%

Other Course Requirements

Attendance and Participation:
- Arrive on time, ready to go. Note that you are expected to attend every class, be on time, stay the duration of the class, and participate in class discussion and activities. No exception to this unless you can provide official evidence of your absence (e.g., doctor’s note, university release letter, etc.) See the instructor in person if you know you will need to be out of class, or contact the instructor by email the day of class if you do not know in advance. Please also note also that missing more than 2 class sessions means you would not be eligible for taking an Incomplete. If you have two unexcused absences you must meet with the instructor in person to discuss the situation.
- Complete--on time--the required assignments. Except in the case of officially excused absences, or extraordinary personal hardship, I will not accept late assignments.

Student Behavior:
- It is expected that students will maintain a positive, respectful and civil atmosphere during class meetings. This class needs to be a participatory community if students are to fulfill their potential for learning. Thus, people who disrupt the community by their words or actions (rude, sarcastic, or disrespectful speech or disruptive behavior) will not be allowed in class. In order to achieve our educational goals and to encourage the expression, testing, understanding, and creation of a variety of ideas and opinions, respect must be shown to everyone. All students are expected to conduct themselves in accordance with the College of Educations Policies and Procedures Governing Academic Performance and Professional Conduct as well as the University of Utah Code of Student Rights and Responsibilities (available at www.admin.utah.edu/ppmanual/8/8-10.html).
- During class, prevent disruptions by turning off and refraining from use of cellphones and by putting away extraneous reading materials. Please refrain from texting during class and talking to others when the instructor or other students are talking. Use of laptop computers in class is not allowed without instructor’s permission.
- For Education and Pre-Education Majors: Students in this course are expected to meet the Fitness to Teach criteria. Please review the document thoroughly. It is located at http://uite.utah.edu/_documents/www-ed-utah-edu/programs/Fitness%20to%20Teach%20Final.pdf
Accommodations and the 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.

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. Please also note that you may not submit an assignment for this class that has been previously submitted for another course. Cheating and/or plagiarism of any kind in this class will result in automatic failure in the 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.)

August 24 (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

August 31 (Week 2)
Topic: Issues in International Children’s Literature: Selecting and Evaluating International Children’s Literature and Awards

Readings Due:
* Chapter 1, “Children’s and Adolescent Literature” LC (Literature and the Child)
* Canvas Readings for Week 2

Assignments Due: Issues in ICAL Quiz 1

September 7 (Week 3)
Topic: Trends in International Children’s and Adolescent Literature: Picturebooks

Readings Due:
* Chapter 3, “Picturebooks as Visual Art” LC
* Canvas Readings for Week 3
* One International Children’s Picturebook (see your small group assigned list on the Book List)

(*Suggested for this week but not required: Chapter 4, “Picturebooks Across Genres” LC)

Assignments Due: ICAL Journal Response Picturebooks
**September 14 (Week 4)**
Topic: Issues in International Children’s Literature: Diversity, Representation, and Cultural Authenticity In Children’s Literature

Readings Due:
* pgs. 52-54 from Chapter 2, “Literature in the Lives of Young Readers” LC
* Canvas Readings for Week 4

Assignments Due: Issues in ICAL Quiz 2

**September 21 (Week 5)**
Topic: Trends in International Children’s and Adolescent Literature: Folklore

Readings Due:
* pgs. 181-191, Chapter 6, “Folklore” LC
* Canvas Readings for Week 5
* One International Children’s Folklore book (see your small group assigned list on the Book List)

Assignments Due: ICAL Journal Response Folklore

**September 28 (Week 6)**
Topic: Trends in International Children’s and Adolescent Literature: Contemporary Realistic Fiction Young Adult

Readings Due:
* pgs. 247-255, Chapter 8, “Contemporary Realistic Fiction” LC
* Canvas Readings for Week 6
* One domestic YA Cont. Real. Fic. Book (see Book List)

Assignments Due: ICAL Journal Response Cont. Real. Fic. YA
**October 5 (Week 7)**
Topic: Trends in International Children’s and Adolescent Literature: Contemporary Realistic Fiction Early and Elementary Readers

Readings Due:
* Review: pgs. 247-255, Chapter 8, “Contemporary Realistic Fiction” *LC
* Canvas Readings for Week 7
* One International Cont. Real. Fic. Book for Early and Elementary Readers (see your small group assigned list on the Book List)

Assignments Due: ICAL Journal Response Cont. Real. Fic. Early/Elementary

[**FALL BREAK (Week 8)**]

**October 19 (Week 9)**
Topic: Translation and Availability, Cultural Authenticity Revisited, and Response to Literature

Readings Due:
* Canvas Articles for Week 9

Assignments Due: Hans Christian Andersen Medal Project

**October 26 (Week 10)**
Topic: Issues in International Children’s and Adolescent Literature: Children’s Literature in the Classroom and in the World
SPECIAL LECTURE: Talks from Professors Bill Teale and Junko Yokota

Readings Due:
* Chapter 12, “Children’s Literature in the Classroom” *LC
* Canvas Readings for Week 10

Assignments Due: International Children’s Literature Read Aloud and Discussion
**November 2 (Week 11)**

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

Readings Due:
* pgs. 217-255, Chapter 7, “Fantastic Literature” LC
* Canvas Readings for Week 11
* One International Fantasy or Science Fiction book (see your small group assigned list on the Book List)

Assignments Due: ICAL Journal Response Fantasy/Science Fiction

**November 9 (Week 12)**

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

Readings Due:
* pgs. 283-292, Chapter 9, “Historical Fiction” LC
* Canvas Readings for Week 12
* One International Historical Fiction book (see your small group assigned list on the Book List)

Assignments Due: ICAL Journal Response Fantasy/Science Fiction

**November 16 (Week 13)**

Topic: Trends in International Children’s and Adolescent Literature: Biography, and Technology and International Children’s Literature

Readings Due:
* pgs. 317-328, Chapter 10, “Biography and Memoir” LC
* Canvas Readings for Week 13
* One International Historical Fiction book (see your small group assigned list on the Book List)

Assignments Due: ICAL Journal Response Biography

**[THANKSGIVING BREAK (Week 14)]**
**November 30 (Week 15)**  
Topic: Trends in International Children’s and Adolescent Literature: Nonfiction

Readings Due:  
* Chapter 5, “Nonfiction” *LC*  
* Canvas Readings for Week 13  
* One International Historical Fiction book (see your small group assigned list on the Book List)

Assignments Due: ICAL Journal Response Nonfiction

**December 7 (Week 16)**  
Topic: Issues in International Children’s and Adolescent Literature: Children’s Literature in the Classroom and in the World; Wrap-Up of Course

Readings Due: None

Assignments Due: Special Topics Annotated Bibliography Handout; Issues in ICAL Final Quiz

**December 11 (Final Due)**  
Global Children’s and Adolescent Literature Special Topics Annotated Bibliographies  
(Due by 4:35 pm on Canvas.)