Global and Intercultural Understanding through Children’s Literature

Maymester 2019

ECE 4700 (3 credits)  ECE 8000 (3 Credits)

General Information
Instructor: Thomas Crisp
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Prerequisites: NONE

GSU PEF Mission
The GSU PEF represents a joint enterprise within an urban research university between the College of Arts and Sciences and the College of Education, working in collaboration with P-16 faculty from diverse metropolitan schools. Grounded in these collaborations, our mission is to prepare educators (i.e., teachers and other professional school personnel) who are:

- **informed** by research, knowledge and reflective practice;
- **empowered** to serve as change agents;
- **committed** to and respectful of all learners; and
- **engaged** with learners, their families, schools, and local and global communities.

Course Overview & Outcomes
Welcome to *Global and Intercultural Understanding through Children’s Literature*. This study abroad program focuses on fostering intercultural and international understanding through the use and study of global children’s literature. By the end of the program, students will develop critical insights into the following key concepts and ideas:

- The value of global youth literature in fostering peace and intercultural understanding
- Approaches to utilizing international children’s literature in U.S. pedagogical contexts
- Issues and trends in global literature in various parts of the world
- Awards and reference sources related to global children’s literature
- The lives and works of prominent international authors and illustrators
- The development of literary and cultural criteria for reviewing and evaluating international youth literature
- Social and political factors that support, resist/respond to intolerance, racism, and the rise of doctrines and ideologies of fascism
Our course comprises several components, including the following:

- analyzing children’s literature as cultural artifacts that shape the ways in which readers view and understand the world and the written word
- understanding how children’s literature and media function to enculturate and indoctrinate young readers
- appreciating the value of international literature in pedagogical contexts
- deep familiarity with professional resources related to international literature
- experiencing life in a country other than the United States
- tracing and understanding factors that contribute to the birth and rise of intolerance and doctrines of fascism
- understanding the rise and influence of National Socialism in Germany during the 1930s-1940s, as well as ongoing national responses to that era

Connections to the GSU-Conceptual Framework (GSU-CF) are noted in the course objectives listed below.

1.1 Our candidates use their knowledge of child, adolescent, and adult development and theories of learning to design meaningful educational opportunities for all learners.
1.2 Our candidates possess and use research-based, discipline-specific knowledge and pedagogy to facilitate learning for all.
1.3 Our candidates reflect critically upon data as part of a recursive process when planning, implementing and assessing teaching, learning, and development.
1.4 Our candidates navigate and critically analyze educational policies and/or ethical practices that affect learners in metropolitan contexts.
2.1 Our candidates know and respect individual differences, establish productive and ethical relationships with students, and modify the learning environment to positively impact student learning.
2.2 Our candidates create engaging learning communities where the diverse perspectives, opinions, and beliefs of others are acknowledged and respected.
2.3 Our candidates commit to continuing personal and professional development.
3.1 Our candidates use knowledge of students’ cultures, experiences, and communities to create and sustain culturally responsive and sustaining classrooms and schools.
3.2 Our candidates coordinate time, space, activities, technology and other resources to provide active and equitable engagement of diverse learners in real world experiences.
3.3 Our candidates collaborate to implement various ways of communicating to promote student interaction, learning, innovation, and problem solving within local and global contexts.
Course Texts

Course Textbook

Additional course texts (including children's books and professional resources like the annual *White Ravens* lists will be provided by the instructor.

Scholarly Articles, Books, Book Chapters, and Other Professional Readings
Students will be required to locate and bring to class a variety of professional articles at various points during the course. Shared professional readings assigned by the instructor will be made available gratis through GSU library's e-resources or via a digital course pack to which students are provided access during Week One of our course. At any time, the instructor may quiz students (e.g., orally, in writing) about the content of scholarly readings and/or require written reflection papers to better ensure students are getting what is needed and best benefitting from their time spent with these texts (results of these quizzes will be reflected in a student's Professionalism scores). These quizzes and written reflections may be required of specific students or the entire class. Additional information for professional readings are provided in Course Schedule.

Additional Materials, Supplies, and Access
- Required: Reflection Journal (provided on the first day of class by the instructor)
- Recommended: *How to Be an Explorer of the World* by Keri Smith (for use while creating your journal)
- Required access: iCollege (our course website), a working and reliable computer with Internet, a functioning GSU email address (checked regularly for course updates and information)

Instructional Strategies
A variety of instructional strategies will be used in this course. Sample strategies include modeling, conferencing, reflective writing, active and critical reading, and discussions.

Accessibility Statement
This class is designed with accessibility in mind, so participants are encouraged to share with the instructor any suggestions that will help improve the course for current and/or future students. We can address any issues that may arise. Student input on the accessibility of this class will be treated seriously and confidentially.

*University statement:* “Please advise your instructor if you have a documented disability that needs to be accommodated. Students who wish to request accommodation for a disability may do so by registering with the Office of Disability Services. Students may only be accommodated upon issuance by the Office of Disability Services of a signed Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which an accommodation is sought.”
**Campus Carry**
The Campus Carry legislation allows anyone properly licensed in the state of Georgia to carry a handgun in a concealed manner on university property with noted exceptions. Information about the law can be found at safety.gsu.edu/campus-carry. It is the responsibility of the license holder to know the law. Failure to do so may result in a misdemeanor charge and may violate the Georgia State Student Code of Conduct.

**GSU Policy on Academic Honesty**
You are to practice academic honesty as defined by the university (see Section 409). As a reminder, academic dishonesty includes practices like plagiarism and cheating on examinations, as well as unauthorized collaboration, falsification, and multiple submission.

**Workload, Course Assignments, and Experiences**
The content, workload, structure, and expectations of this course reflect the fact that this is an advanced, graduate-level seminar for students working toward culminating, professional degrees in their field.

Final grades in this course are based primarily upon the successful completion of the following:

- Predeparture Experiences & Paperwork Submission 1,000 points
- Daily Reflective Journal 1,000 points
- Final Projects 1,000 points
- Participation & Professionalism 2,000 points
- **Total Possible:** 5,000 points

**Pre-Departure Experiences & Paperwork Submission (1,000 points)**
Student earn 1,000 points toward their final grade in this class by completing the following:

- **Professionalism Agreement**—Signing and submitting this document signifies that you understand and will abide by the professionalism guidelines as outlined above and discussed at our end-of-semester meeting in the spring.
- **Passport and Photo**—In order to leave the USA and study in Munich, you are required to have a valid U.S. Passport. International students may have different and/or additional paperwork and should consult with the instructor as soon as possible to ensure all required documents (e.g., VISA, green card) are in place well before our departure.
- **Post-Decision Documents**—GSU requires you to complete the “Post-Decision Documents” which can be found on the GSU Study Abroad website that you used to apply to participate in the program (http://mystudyabroad.gsu.edu/).
- **Read** *The Holocaust: A New History* (Rees, 2017) and participate in scheduled class discussion prior to departure.
Daily Reflective Journal (1,000 points)
You will create and maintain a daily “Reflection Journal” that records your pre-, during-, and post-abroad reflections and experiences. Your entries must address, describe, identify, etc. your learning immersion experiences. These insights should emphasize the transformative nature of your experiences and how these experiences may help you become a more effective teacher in schools at home in the USA. You will be asked to self-select and share “critical moments” from your entries during our class sessions and/or during one-on-one meetings with the instructor. For our purposes, a critical moment is any moment that is of significance to you (e.g., a “light bulb” moment, revelation, personal connection). Be sure to label the critical moments you choose to share. At various times during the course, the instructor will also provide ideas and prompts about which you may choose to write.

Final Project: Annotated Bibliography of International Children’s Literature and Professional Resources (1,000 points)
For your final project in this course, you will focus on one aspect of international literature discussed in class (e.g., a cultural group, a genre, a theme) and identify exemplary children’s and young adult literature (picturebooks and novels, fiction and nonfiction—please do not use traditional literature like fairy tales, folktales, folklore, etc.). You will write annotations for 3-5 recommended picturebooks and/or novels, each written by a different international (meaning non-U.S.-based) writer. You will create a 2-3 page handout for your classmates that includes a 1-2 paragraph summary of what you think readers can learn from the books you’ve chosen, along with an annotated bibliography of the texts and sources you read and used. During the final class session, you will submit your project to your instructor and post a copy of your project for your classmates to iCollege. You will receive a handout describing this assignment in detail, along with a rubric summarizing evaluation information, early in the course.

Professionalism: Preparation and Active Participation (2,000 points)
You are expected to attend every class session and experience, be on time, and be prepared. Readings and assignments should be done before class begins. Attending only in body does not count. You must be present in body and mind. In short, you are expected to attend to the material, our experiences, and to our discussions. If you use our shared time for anything other than our mutual work, I will consider you absent. Because I expect you to conduct yourselves as professionals, I treat you as adults who are aware of course policies and expectations.

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and experiences. There will be very little lecture; therefore, it is vital that you come to class ready to actively participate.

Some of the ways you can demonstrate your active participation and professionalism include the following:

- **Dependability and Reliability**: show responsible attendance; arrive on time and remain for entire class period; complete and submit assignments on time; be organized and prepared for class; provide evidence that assigned readings and any out-of-class experiences have been completed

- **Respect**: show respect toward others (peers, instructors, guest speakers, etc.); handle frustrations, problems, differences of opinion that are inherent in any learning environment in mature ways; respond when appropriate and in an acceptable manner

- **Commitment**: take assignments seriously and complete them with initiative; demonstrate a commitment to learning rather than a grade; show effort in class and on assignments; participate in oral/written/artistic experiences

- **Responsiveness**: seek and value constructive criticism from others; utilize suggestions for improvement; relate to others; use common sense to think things through; show patience with others; respond thoughtfully and reflectively to the readings; demonstrate evidence of listening to the ideas and contributions of others

- **Collaboration**: take working with peers seriously; help create a positive environment in the class; participate in class discussions by sharing diverse perspectives; be an active member of the learning community; show a sense of humor; work together with peers toward a common goal or outcome

- **Open-mindedness**: willingly demonstrate flexibility when dealing with uncertainty and complexity in educational issues; show patience when others describe their diverse opinions, ask insightful questions

- **Awareness**: model and facilitate critical thinking; be aware of current educational issues/agendas; demonstrate effective oral and written communication

- **Confidentiality**: honor confidentiality and respect others; share information only with those who need to know; help create a classroom environment in which it is safe to express opinions, make mistakes, try on new ideas, and change

- **Academic Honesty**: take responsibility for producing independent work; credit others’ work appropriately (see Georgia State University Policy on Academic Honesty)

- **Communication**: use common sense during classroom discussions and interjections; maintain communication with peers and instructor about progress toward goals

We will continuously develop additional criteria and expectations for active participation and professionalism throughout the semester. This course should be a nurturing and creative space, and we will work together to make the kind of supportive learning
environment in which mutual respect is valued and written and oral communication can flourish.

A Specific Note on the Use of Technology in Class (e.g., cell phones, laptops, tablets)
Please silence all electronics when you enter class. There should be no personal text messaging, instant messaging, web browsing, app using, etc. during class time. Technology should be used only to access course-specific information. If there is a reason you may need to text or be checking your phone during class, please inform the instructor in person or via email prior to class and be courteous (e.g., take your phone call out in the hallway).

Attendance Policy
The following attendance and tardiness policies should be understood. If you enter class after we start or leave before we adjourn, you are tardy (or, in extreme cases—typically more than 20 minutes—absent). Three tardies equals an absence.

Attendance affects your final grade in the following ways:
- 1 absence will not have an impact on your final grade (life happens)
- 2 absences will result in the loss of two full letter grades (e.g., if you were earning an “A,” your grade becomes a “C”)
- 3 absences or more will result in an “F” for the course

Late Work
Work handed in after an assignment is due and/or collected in class will be automatically reduced by 50%. Assignments that are more than three days late will not be considered for credit.

Grading
Students are expected to do excellent work. Here is what excellent means for grading:
- A means excellent work that shows a student has exceeded the requirements of the assignment and is challenging themselves, thinking critically, and displaying creativity and initiative in their work.
- B means good work that meets the requirements of the assignment in a thoughtful way that demonstrates more than adequate understanding of course content.
- C means adequate work that meets the minimal requirements of the assignment.