

ELIT 290
Survey of Culturally Diverse Literature for Children
Spring 2023
3 credit hours
Section 001R T 9:30-10:45

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Instructor Student Drop-In Hours T/R 10:45-12:30 W online 10:00-11:00

Course Catalog Description: Survey of culturally diverse children's literature with an emphasis on selection, enjoyment, and critical analysis of picturebooks and chapter books. Course participants will demonstrate knowledge of genres and historical trends of social, political and economic issues pertaining to culturally diverse literature. (2 (o)-6.6(e)-3 (2e)

7. Identify, analyze, and apply strategies for disrupting and dismantling systems that perpetuate oppression, privilege, and/or marginalization in order to promote equity and increase access and opportunity for traditionally excluded communities through the analysis of publishing, selection and display practices and advocacy projects to promote diverse literature for all children.
8. Develop the ability to...

- Selecting and analyzing culturally diverse informational texts
- Selecting and analyzing secondary sources to disrupt single stories of marginalized groups
- Connecting historical fiction and informational text to work together to disrupt single stories
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professional reading key ideas, created in our workshop and your annotations for your literature analysis

Critical Thinking:

Competency in critical thinking addresses a student's ability to analyze information and ideas from multiple perspectives and articulate an argument or an opinion or a conclusion based on their analysis.

Student Learning Outcomes (SLOs)

Students should be able to:

2. Utilize Context

- a. Evaluate the relevance of context when presenting a

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- windows and underrepresented mirrors. For this assignment :
will reflect on the various children s and YA literature read this sem
and what they learned about themselves and the world around them
- For the midterm and final project students reflect on their selection
across the semester recorded on the checklist. The list challenges
students to read across various character identities, geographies, r
response, genres, book type, author/ator, insider outsider, and

influence of the Civil Rights Movement on the development of
Multicultural Literature

Reading Challenge Reflection:

- The reading challenge requires students to

Course Policies:

Course Policies

Attendance /Participation/Professionalism

Since the majority of learning occurs through class experiences (reading workshop, mini-

If you do not want the Title IX Coordinator notified, instead of disclosing this information to your instructor, speak confidentially with the following people on campus and in the community. They can connect you with services and help explore your options now, or in the future.

- UNC's Assault Survivors Advocacy Program (ASAP): 24 Hr. - 851-404-9700 or www.unco.edu/asap
- UNC Counseling Center: 970-2496 or www.unco.edu/counseling
- UNC Psychological Services: 397-0645 or www.unco.edu/cebs/psych_clinic

If you are a survivor or someone concerned about a survivor, or if you would like to learn more about sexual mi

Compliance (9-705-14899). OIEC is located on the third floor of the University Center in room 3060.

Course Calendar/Schedule:

Week 3

*Diverse
Author/Illustrator
Study
The Power of social
media*

Professional Reading:

1/24/26

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| | | <ul style="list-style-type: none">• Submit to Canvas: Learning Reflection weeks 5 & 6 with example annotations |
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Week 6

2/14-2/16

Awards banned books and NOT Recommended books

Professional Reading:

- *Learning From/With Multicultural Literature*
- *ALA Censorship Infographics*

		<ul style="list-style-type: none"> • <i>Bring to Class: Annotations for Where Are You From and Carmella</i>
<p>Week 13 4/46</p>	<p>Race: Indigenous American Asian & Pacific Islanders</p>	<p>Professional Reading/Viewing</p> <ul style="list-style-type: none"> • <i>Critical Indigenous Literacies: Selecting and using Children's Books about Indigenous Peoples</i> • Professional Reading/Viewing: Celebrating Asian Pacific American Stories <p>Children's Literature Choose from award winners</p> <ul style="list-style-type: none"> • Class Read: • Group Read: • Choice:

Week 14
4/1113

Themes: Intersectionality
 Assignments: Professional Reading:
 Advocacy project due • Article on immigration of intersectionality
 Children's Literature:

MS SLO #	REPRESENTATIVE/RELEVANT TEXTS/READINGS	ASSESSMENT/S
<p>SLO 1. Discuss the diversity of experiences and perspectives of individuals and groups with a wide range of identities (including but not limited to race, gender, economic class, sexual orientation, physical ability, religion, language, age, and/or national identity) and their contributions to educational, social, legal, religious, political, and/or cultural institutions and society.</p>	<p>Professional Readings:</p> <ul style="list-style-type: none"> • Why Diverse Books Matter https://www.colorincoolorado.org • Rudine Bishop: <i>Mirrors Windows and Sliding Glass Doors</i> • Chimamanda Ngozi Adichie: The danger of a single story TEDTalk • Learning From/With Multicultural Literature Maria Jose Botelho • Rooting out Racism in Children's Books Reese <p>Other Sample readings across the semester:</p> <ul style="list-style-type: none"> • Representing Differences: The Portrayal of Disabilities in Children's Literature Ornejo • The Current State of Disability Representation in-CL Kingsbury • Food Insecurity in Picturebooks Acevedo-Aquino • Poverty Representations in Children's Literature • Be Who You Are: Exploring Representations of Transgender Children in Picturebooks Crawley • Critical Indigenous Literacies: Selecting and using Children's Books about Indigenous Peoples Reese • Windows and Mirrors for Latinx Characters ColorinColorado <p>Children's Literature:</p> <ul style="list-style-type: none"> • <i>Lubna and Pebble</i>- Meddour • <i>Hair Love</i>- Cherry • <i>Alma and How She Got Her Name</i>- MartinezNeal • <i>Dreamers</i>-Morales • <i>The Proudest Blue</i>-Muhammad • <i>A Different Pond</i>-Phi • <i>What Happened to You?</i> 	<p>Key Ideas, Applications 4.1h6a. ' HÔ 5' Ý ±CE™ OF N¿ À</p>

	<ul style="list-style-type: none"> • <i>Skin Again</i>- Hooks • <i>Last Stop on Market Street</i>- de la Pena • <i>Milo Imagines the World</i>- de la Pena 	
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SLO 2. Explain the social, political, historical, cultural, and/or economic experiences of at least one cultural group in terms of the greater American Experience.

Professional Reading:

- Diversity 2.0: Advocating for More Than Just Diverse Faces
- Multicultural Literature for Children and Young Adults-Bista
- *“Chronicling Extraordinary Lives through Children’s Biography”-Weatherford*
- *“Latinx Children’s Biographies”-Brown*

Children’s Literature

De La Pena and Christianson

- *Carmella Full of Wishes*
- *Milo Imagines the World*
- *Last Stop on Market Street*
- *Love*
- *Patchwork*

Author Illustrator Study

Exploration of Diverse author and Illustrator team Matt de la Pena and Christian Robinson.

Using the synthesis of professional readings and application to the children’s literature using Critical Multicultural Analysis, students share annotations and noticings with the discussion group.

Essential Questions for analysis and group discussion:

- How are class, race and gender represented across the books?
- How do they intersect and influence each other.
- Use Epitextual information (Matt’s and Christian’s twitter, Instagram, and Facebook sites, reviews and webs (o)7

	<p>Broken Disabled People- LeDuc</p> <ul style="list-style-type: none"> View: We Are Storytellers <p>Children's Literature</p> <ul style="list-style-type: none"> 1 group fairy tale: Choose one fairy tale to explore across cultures and versions. 1 Fractured Fairy Tale of your group tale 2 traditional literature selections from different subgenres (see We Are Storytellers and Ch 4) 	<p>Essential Questions of Discussion</p> <p>Students read about the Broken trope in fantasy and traditional literature and then explore and analyze traditional literature from this lens.</p> <p>Fairy Tale Analysis Questions to consider:</p> <ul style="list-style-type: none"> "The most prolonged critique of fairy tales over several decades has been from feminist critics who felt that the tales reinforce gender stereotypes such as female passivity and an emphasis on stereotyped forms of female beauty (LeDuc, 2020) 20 What do you think?" How are you/we shaped by fairy tales? Consider the tales you heard, viewed, and read as a child. What effect do they have on you and your view of the world (goodness, evil, representations of beauty, ability, gender, family structure, etc.) Your group fairy tale: <ul style="list-style-type: none"> How is beauty/goodness defined and represented in your group tale and other books? What are some ways in which they reinforce social and political norms? Are fairy tales mirrors? Explain What did Disney do or what would Disney do to your tale? What are the implications? Rewrite and redraw your villain and hero. How can we remake these characters to be more inclusive and dismantle social and political norms?
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SLO 4. Explain theories and histories of marginalization, discrimination, and/or structural

- *Walk With Me*-By: Jairo Buitrago
- Free Lunch

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<p>SLO 5. Identify and analyze systems and structures (historical, organizational, political, global) of power that create and/or perpetuate oppression, privilege, or marginalization, and describe how these systems present barriers to equity and inclusion.</p>	<p>Professional Readings/Viewings:</p> <ul style="list-style-type: none"> • <i>Jason Reynolds YouTube video: Honorary chair of Banned Books Week</i> • <i>ALA Censorship Infographics</i> • <i>Problematizing Children's</i> 	<ul style="list-style-type: none"> • Are there any books for them? Mirrors? Are a the mirror books of high quality? • What do you notice about the books/era/ge • What is the overall message of the display?
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		<p>authentic and are not continuing damaging diverse tropes.</p> <ul style="list-style-type: none"> • Hashtags to Start a Movement class activity/ various course readings across the semester explore publishing trends for various diverse groups of people. Articles showcase the struggles and themes across accessibility and representation for various marginalized groups. In class we discuss and analyze through various activities (timeline, charts, hashtag projects, etc.) publishing trends, accessibility in children's literature, and we problematize mainstream book awards. In this activity create hashtags that we can use to target publishing companies about inclusive diverse literature.
<p>SLO 7. Assess one's own role in systems of oppression, privilege, and/or power and identify the various ways in which they have used or may use their roles to ensure equity, inclusion, and justice.</p>	<ul style="list-style-type: none"> • Representing Differences: Portrayal of Disabilities in Children's Literature Cornejo • The Current State of Disability Representation in CL Kingsbury • Where are you From? Arnold & Sableski • What Are We Really Saying to Our Children? Gonzales • Bodies Are Co-Campbell 	<p>Key Ideas, Applications, Annotations and Discussion (Weekly assignment but the topic changes)</p> <p>Identify 3 key ideas across the articles/video that demonstrate your understandings of the history of multicultural literature, antibias education, and experience</p>