

Global Literature K-12
LIB 149, CRN 26318
Wednesday: 5:30-7:20pm
IA 232

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FALL 2016

Course schedule:

- Sept 28th: Introduction to global literature for youth: terminology and characteristics
A developmental approach to presenting global literature
- Oct 5th: Library reviewing sources, awards and bibliographies
Using picture books to create an awareness of others
- Oct 12th: Connections across cultures: picture books and videos
- Oct 19th: Traditional literature: folktales, fables, myths and legends.
Picture books, videos
- Oct 26th: Traditional literature: stories into novels
Discuss *Where the Mountain Meets the Moon*
Poetry
- Nov 2nd: History and historical fiction
Picture books Group read
Discuss your historical fiction selection.
- Nov 9th: International cinema for children and youth
- Nov 16th: Special focus: the holocaust
The presentation of the holocaust in literature for youth
Discuss your selection. Video screening
- Nov 23rd: TBA
- Dec 7th: Contemporary lives: how we live now
Current events fiction
Picture books, videos
Discuss your novel
- Dec 14th: Share your culture/country report
Journals due

Course description: An introduction to childrens and young adult literature, fiction and nonfiction, Set in countries around the world. Both contemporary and historical literature for use at the elementary, middle school and high school levels will be covered.

For October 26th: Read *Where the Mountain Meets the Moon*, Lin

For November 2nd: Historical fiction Select and read one of the following:

Alvarez, <i>Before We Were Free</i>	Choi, <i>Year of Impossible Goodbyes</i>
Cushman, <i>Catherine Called Birdy</i>	Cushman, <i>The Midwife's Apprentice</i>
Engle, <i>The Firefly Letters</i>	Farmer, <i>A Girl Named Disaster</i>
Fletcher, <i>Shadow Spinner</i>	Giff, <i>Nory Ryan's Song</i>
Holub, <i>An Innocent Soldier</i>	Jiang, <i>Red Scarf Girl</i>
Munoz, <i>The Dreamer</i>	Naido, <i>Burn My Heart</i>
Park, <i>A Single Shard</i>	Selznick, <i>The Invention of Hugo Cabaret</i>
Sepetya, <i>Between Shades of Gray</i>	Stolz, <i>The Shadows of Ghadames</i>
Sis, <i>The Wall</i>	Tak, <i>Soldier Bear</i>
Walters, <i>Camp X</i>	Whelan, <i>Angel on the Square</i>

For November 16th: Holocaust Select and read one of the following:

Ayer, <i>Parallel Journeys</i>	Bartoleiit, <i>Hitler Youth</i>
Boyne, <i>The Boy in the Stripped Pajamas</i>	Chotjewitz, <i>Daniel Half Human</i>
Croci, <i>Auschwitz</i>	Jacobson & Colon, <i>Anne Frank</i>
Kass, <i>Real Time</i>	Orlev, <i>Run, Boy, Run</i>
Spiegelman, <i>Maus</i>	Spinelli, <i>Milkweed</i>
Thor, <i>A Faraway Island</i>	Voorhoeve, <i>My Family for the War</i>
Yolen, <i>Briar Rose</i>	Yolen, <i>The Devils Arithmetic</i>
Wein, <i>Code Name Verify</i>	Zusak, <i>The Book Thief</i>

For December 7th: Contemporary Lives Select and read one of the following:

Abdel-Fattah, <i>Where the Streets Had a Name</i>	Abouet & Oubrierie, <i>Aya</i>
Abouzeid, <i>Year of the Elephant</i>	Badoe, <i>Between Sisters</i>
Berry, <i>A Thief in the Village</i>	Castaneda, <i>Among the Volcanoes</i>
De Graef, <i>Son of a Gun</i>	Doherty, <i>The Girl Who Saw Lions</i>
Goscinnny & Sempe, <i>Nicholas and the Gang</i>	McCormick, <i>Sold</i>
Mazer (ed), <i>A Walk in My World</i>	Stratton, <i>Chanda's Secrets</i>
Whelan, <i>Homeless Bird</i>	Wilson & Perker, <i>Cairo</i>
Yumoto, <i>The Friends</i>	

Or Current Events Fiction

Antieu, <i>Broken Moon</i>	Carmi, <i>Samir and Yonatan</i>
Ellis, <i>The Breadwinner</i> <u>or</u> <i>I Am A Taxi</i>	Ellis, <i>Three Wishes</i>
Gordon, <i>Waiting for the Rain</i>	Hayes, <i>Mixing It</i>
Ho, <i>The Clay Marble</i>	Kurtz, <i>The Storyteller's Beads</i>
Marston, <i>Figs and Fate</i>	Modan, <i>Exit Wounds</i>
Rosem, <i>how I live now</i>	Whelan, <i>Goodbye, Vietnam</i>
Mooney, <i>The Voices of Silence</i>	Zenatti, <i>A Bottle in the Gaza Sea</i>

For December 16th: Present your country or culture bibliography

Assignments:

Journal. Your journal is the record of you individual reading and viewing during this course. Create an entry for picture books (10), novels (4), videos (7), and group reads (2). You do not need to include the materials you select for your country bibliography.

For each entry, include:

- a) Title, author and brief summary of the content
- b) An excerpt (quote from the text or description of an illustration or image)
- c) Reaction/response: what did you learn about another culture? Would you share this with children or young adults?

Bibliographies:

Select a country or culture outside of the United States and identify literature that portrays and reflects that culture or country for young readers. Create a 10-item, annotated bibliographies to include:

- a) One novel or collection of short stories
- b) One biography (individual or collected)
- c) Two non-fiction or informational books
- d) One audiovisual (audio, CD, film, video)
- e) One book of poetry or traditional literature
- f) One website
- g) Three picture books

Present in class

Grades:

1/3=participation

1/3=journal

1/3=bibliography

Course learning outcomes: Students will

- a) Read and demonstrate knowledge of a broad range o authors and illustrators of global literature
- b) Demonstrate the use of library selection tools to access literature on specific countries
- c) Apply criteria to evaluate cultural presentations in literature for young readers.

Students who may need accommodations due to documented disabilities, who have medical information which the instructor should know, or who need special arrangements in an emergency, should speak to the instructor during the first class. If you have not accessed services and think you may need them, please contact Disabilities Services, 917-4789.

