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TLS 286
Global Citizenship: Reading the World and the Word
Spring 2016

Catalog Description- Global citizenship as open-minded critical perspectives on diverse cultures will be explored through children's and adolescent literature set in global contexts.

Expanded Course Description: This course focuses on developing the knowledge and perspectives that are essential to global citizenship through reading and responding to children's and adolescent literature set in a wide range of global cultures. Through pairing professional articles on global citizenship with social media and adolescent literature reflecting multiple cultural perspectives, participants will critically examine the development of their own intercultural understanding through the lenses of knowledge, perspective and action as they connect to literacy, leadership, and learning. We will form a community of readers to explore diverse, even opposing, readings of books and will critique the cultural worlds of books and our response to books through inquiring into how our differing understandings are socially and culturally constructed.

Course objectives:

- Developing a conceptual understanding of global citizenship, culture, and intercultural understanding.
- Examining the role of global literature in providing multiple perspectives on cultural, social and political values and in encouraging intercultural understandings and global perspectives.
- Constructing critical insights into diverse perspectives on sociopolitical issues and trends related to globalization and cross-cultural interactions.
- Developing the ability to review and critically evaluate global literature using literary and cultural criteria.
- Analyzing one's own perspectives in relation to a continuum of intercultural learning.

Learning Outcomes

- Students will identify and critique the major dimensions and issues in globalization and global citizenship.
- Students will identify the components of intercultural understanding and reflect on their own position on a continuum.
- Students will evaluate the role of global literature in encouraging intercultural understandings and global perspectives
- Students will critically evaluate global literature using literary and cultural criteria.

Class experiences are based on the following beliefs about learning:

- Learning is an active process.
We will immerse ourselves in reading, writing, talking, and responding to professional readings and to adolescent literature.
- Learning is a social process of collaborating with others.
We will explore our thinking about our reading and experiences through dialogue.
- 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. We will also identify and explore tensions with our current beliefs and past experiences to interrogate our values. We will explore the tensions that arise from exploring alternative and oppositional interpretations of literature.

- 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 the final project.

- 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

- Learning occurs in a multicultural world with many ways of knowing.

We will read professional and adolescent 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.

- 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.

Course Assignments:

1. Participation and attendance

Attend class regularly and participate in discussions, sharing, small groups, written responses, and class activities. An essential aspect of participation is to read and prepare for discussions of the literature and the professional readings. Preparation and participation in class is significant, not only for your learning, but for the learning of others.

More than one absence and/or chronic tardiness will lower your grade for the course. If you absolutely must miss a class session, leave a message in advance by email or in the TLS office (621-1311). Contact a class member so that you are fully prepared for the next class. Meet with the instructor at the next class session to determine how you will make up the work for the class.

2. Response Journal

The purpose of the journal is for you to reflect on your readings of the literature and the professional articles and chapters 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. You will hand in your journal each week.

Respond to the book(s) we are discussing in literature circles. Your response may include comments about the connections and feelings the book evokes, your thinking about the author's construction of the plot, setting, themes, or characters (including their national, racial, gender or class identities), or reflections on social and political issues in the book. Reflect on your response to the book. Also include connections from the professional readings to the book.

3. Analysis of self as a global citizen

The purpose of this assignment is to explore your own cultural identities, global citizenship, and intercultural understanding. This assignment includes the following components

- A visual depiction and written reflection on your current cultural identities, focusing on multiple factors that influence identity including ethnicity, nationality, gender, social class, religion, etc.

- A map of yourself as a global citizen that indicates the range of ways in which you are engaged in global experiences or perspectives
- Write a vignette that involves a global cross-cultural encounter that you experienced. Tell the story about the context in which you came to experience this, who was involved, and how you thought about that particular moment.
- Analyze the vignette using the Fennes and Hapgood continuum of intercultural learning to determine your own level of intercultural learning in that specific cultural encounter.
- Final map of self as a global citizen with a written reflection

4. Interview with someone from a global culture

Interview someone who grew up in a global culture that differs from your cultural community and who spent a significant period of time in that culture. If possible, find someone who has only been in the U.S. for a couple of years. Develop a list of 10-15 questions to discuss with that person in order to learn about their lived experiences within that culture and their experiences moving across global contexts as well as their perspectives on what it means to be a global citizen. Record the interview so that you can revisit their comments. Write a reflection on what you learned from their experiences about global perspectives and cultures. Weave in quotes from the interview.

5. Media watch

Each student will sign up for one day on which to share a non-print artifact related to our global focus for that class session – e.g. Youtube video, TED talk, blog, vlog, music, podcast, etc.

6. Inquiry Project

Choose a question or issue of concern to you in relation to global citizenship and intercultural understanding. Once you have chosen a particular question, decide on how you will conduct your inquiry to explore that question or issue. You can research through professional readings, adolescent literature, discussions, interviews, observations, and/or work with adults or children. You can choose to do your inquiry project alone or with others. The only limitations are that your project should relate to intercultural understanding and be on a question that matters to you.

Options for your project include:

- an in-depth critical analysis of a set of books from a particular country or cultural group
- an issue or theme related to global citizenship and intercultural understanding
- responses of children, adolescents, or adults to a particular set of global books.
- interviews that focus on global issues or experiences
- your proposal

A project proposal will be due at mid-semester and should 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. The inquiry projects will be presented to class members.

7. Personal Text Set as a Global Citizen

Create a personal text set of 5- 7 books and artifacts that reflect your intercultural connections as a global citizen - your sense of place within the world. Bring the books, artifacts, and a map of yourself as a global citizen to class to share with class members.

8. Mid-term and Final Exam

The mid-term is a reflection and evaluation of your learning and the structure of the class. The final exam consists of written questions and will take place on Wednesday, May 10 from 4:15-6:30 p.m.

Methods of Evaluation

For each major project, you will turn in a self-evaluation in which you state your goals for that project and evaluate the process you went through in reaching those goals. I will add my evaluative comments based on your goals. You will also write a mid-term evaluation of your learning and the course that includes your goals for the rest of the semester as well as a final self-evaluation at the end of the semester.

Your final grade will be based holistically on both your and our evaluation of your growth and learning, the quality of your written work, and your attendance, participation, and preparation for class sessions. While you can negotiate the ways in which you define and complete class projects, you must complete all of these projects to fulfill course requirements and your final grade for the course will be based on the thoughtfulness and quality of this work with a B reflecting the completion of all course projects at a satisfactory level. Incompletes will not be given for the course except in extreme situations and only with prior approval by the instructor.

Course Readings:

Articles and chapters on D2L

Adolescent literature novels and children's picture books

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.

Discussions of children's/adolescent literature

Presentations and demonstrations

Whole class/small group discussions of professional readings and issues

Inquiry groups

Sharing and Reflection

Course Outline

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| January 13 | Introduction to the class.
Exploring our cultural identities |
| January 20 | Exploring our cultural identities/Family as Identity
Read Banks, Culture, Ethnicity and Education
Read Jacqueline Woodson, <i>Brown Girl Dreaming</i> and respond
Construct a collage that expresses who you are – your identities |
| January 27 | Peers as Identity
Read intro to Freaks, Geeks, and Cool Kids, M. Milner
Read <i>Bronx Masquerade</i> , <i>Mexican Whiteboy</i> , or <i>Yaqui Delgado</i>
Write or draw a family story/memory to share that reflects your identity |
| February 3 | Nation and Globe as Identity
Read <i>Inside Out and Back Again</i> , <i>Home of the Brave</i> , <i>American Born Chinese</i>
Read James Banks, “Educating Citizens in a Global Age”. |
| February 10 | Learning to Read Globally and Critically to Gain Intercultural Understanding
Helmut Fennes and Karen Hapgood, “Intercultural Learning Continuum”
Read <i>Shades of Gray</i>
Map of self as a global citizen and vignette of a global experience |

February 17	Intercultural Understanding as Knowledge Self-analysis on continuum of intercultural learning Read <i>Stalin</i> and <i>Breaking Stalin's Nose</i>
February 24	Intercultural Understanding as Knowledge Read <i>When My Name was Keoko, So Far From the Bamboo Grove</i>
March 2	Intercultural Understanding as Perspective Roland Case, "Key Elements of a Global Perspective" Read <i>Keeping Corner, Homeless Bird</i>
March 9	Class will be on March 10 for the Mini-Conference, 4:15-7:15 pm Raul Colon and Kashmira Sheth
March 16	Spring Break
March 23	Intercultural Understanding as Perspective Mo & Shen, "Accuracy is Not Enough." <i>A Time of Miracles, The Killer's Tears, The Last Dragon, Daniel Half Human</i> Mid-Term reflection due
March 30	Intercultural Understanding as Perspective <i>Red Glass, Hannah's Winter, Benny and Omar</i> Inquiry plan is due
April 6	Intercultural Understanding as Action Roger Hart, "Ladder of Participation in Social Action" <i>Iqbal, Wanting Mor, The Boy Who Dared, Traitor, A Little Piece of Ground, Let Sleeping Dogs Lie, This Thing Called the Future</i>
April 13	Intercultural Understanding as Action Professional article on community service (Wade) Lit Circle – <i>Never Fall Down</i>
April 20	Assessing Our Intercultural Understanding Short, Developing Intercultural Understanding
April 27	Defining Myself as a Global Citizen Global Connections Text Sets: Mapping our Intercultural Journeys
May 4	Project Presentations and Inquiry Projects
May 11	Final

The information contained in this syllabus, other than grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate by the instructor.

University Policies

- Approved Absences All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion, Absences pre-approved by the UA Dean of Students (or Dean's designee) will be honored
- Students with Disabilities: If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Resources (621-3268; drc.arizona.edu) and notify me of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations

Policies against plagiarism. See the Student Code of Academic Integrity
[.http://dos.web.arizona.edu/uapolicies](http://dos.web.arizona.edu/uapolicies)

Policies against threatening behavior by students. See the university policies.
<http://policy.web.arizona.edu/threatening-behavior-students>

University Policies

- **Behavior in an Instructional Setting:** It is assumed that students will not demonstrate disruptive behavior. See <http://policy.arizona.edu/disruptive-behavior-instructional> for more information. This includes:
 - Possession of drugs, alcohol or firearms on university property is illegal.
 - Smoking and soliciting are not allowed in classrooms. Eating and drinking only allowed with prior approval of the instructors.
 - Pets, telephones, pagers and other electronic devices that distract students are not allowed in classrooms.
 - Students creating disturbances that interfere with the conduct of the class or the learning of other students will be asked to leave and campus police may be contacted.
 - The classroom should be a safe place; therefore, we expect students to respect the teaching/learning environment and each other. We do not tolerate any form of harassment.
 - All cell phones, pagers, and other electronic devices should be turned off in the University and school classrooms. If you have an emergency situation, you may set your phone on vibrate and step out of class to receive a call. This exception must be explained to the instructors prior to the class.

TLS Position Statement on Social Justice (3/25/2014)

The members of the TLSS community are committed to providing equal opportunity and nurturing an academic climate dedicated to social justice. Injustice takes many forms. Oppressive acts are sometimes overt, but most are subtle, and are difficult to document. These hidden forms of discrimination are identified in the literature as microaggressions, often resulting from unexamined attitudes and beliefs. Macroaggressions are expressions of both the overt and systemic forms of injustice.

Our commitment to social justice reflects an orientation to our goals and practices in education and ultimately, an orientation to life that values a diversity and inclusion of viewpoints and experiences of all people as valuable contributors to the experience of schooling and society. This stance recognizes that individuals bring a variety of linguistic, social, and cognitive strengths from their families and communities into the classroom; we view these strengths as assets.

- We value and honor human diversity.
- We recognize that all relationships include dynamics of power. We are committed to relating to each other with conscious awareness and sensitivity to these power dynamics.
- We pledge to contribute to expanding the linguistic and cognitive strengths that learners possess and bring with them to the classroom.
- We understand that systemic policies, traditions, and laws along with personal beliefs, experiences and attitudes affect personal relationships and equitable treatment and opportunity for all.
- We strive to provide a context where we all have the venue, the opportunity, and the confidence to express our experiences and that these experiences will be heard constructively, critically, and with sensitivity.
- Hence, we are not color blind. We will not erase who someone is in the name of equality, nor deny the historical, material and emotional impacts of racialized and gendered identities, and colonial legacies.

We stand alongside and speak out with our colleagues, staff, students, and community members when any of us or others experience micro- or macroaggressions. We recognize that those of us who enjoy privileged status due to our racialized, gendered, heteronormative, or otherwise privileged aspects of our identities may be unaware of the ways this privileged status marginalizes others. We pledge to listen to our colleagues, students, staff, and community members when any of us make efforts to remain diligent in maintaining awareness of micro, macro aggressions, and raise our awareness around issues of invisibility, marginalization, normativity, power, and privilege.

We view these goals as both crucial and ambitious. The entrenched nature of oppression requires both institutional restructuring and new social discourses. Therefore, our stance on disrupting existing and persisting inequities requires attention to micro and macro level interactions. Every interaction is an opportunity for disrupting processes of marginalization, whether overt or subtle, both through person-to-person exchange and through resisting oppressive structures and systems. We commit to holding one other and ourselves accountable, through our research and practice, to rejecting entrenched inequalities, and to cultivating new discourses as groundwork for imagining new social worlds.