Art is not a world, but a knowing of the world. Art prepares us... [The experience of art] will have meaning. It will apply to your life; and it is more than likely to lead you to thought or action, that is, you are likely to want to go further into the world, further into yourself, toward further experience.”

-Muriel Rukeyser

Eleanor Roosevelt once remarked that human rights begin “in small places close to home—so close and so small that they cannot be seen on any map of the world.” The children’s literature we read this semester will take us into those small places, to the infinite ways that children experience both trauma and wonder, and to the strategies and conditions that help people survive and thrive. How do people find compassion, connection, and creativity to strengthen themselves, their bonds to each other, and the social structures that sustain and protect us? Our texts will include picture books, juvenile and young adult novels, memoir, and poetry reflecting the experiences of young people from diverse situations and backgrounds. Together with these, secondary texts will help us consider how childhood experience shapes and affects us, and how families, schools, and communities create the personal, ethical, and practical conditions for growth and change. Civic engagement with community youth and organizations will help us put names and faces to the content of our study, and offer experiences that deepen our understanding and capacity to respond.

Primary texts (at BSU bookstore, and library Reserve)

Jez Alborough, Hug
Maurice Sendak, Where the Wild Things Are
Linda Jacobs Altman, Amelia’s Road
Linda Sue Park, A Long Walk to Water
Kate DiCamillo, The Tale of Despereaux
Gerda Weissman Klein, All But My Life
Katherine Applegate, Home of the Brave
Molly Bang, When Sophie Gets Angry
Jacqueline Woodson, Pease, Locomotion
Brian Selznick, Wonderstruck
Elise Paschen, Ed., Poetry Speaks Who I Am

Pam Munoz Ryan, Becoming Naomi Leon
Sherman Alexie, Absolutely True Diary of a Part-Time Indian
We Are All Born Free: The Universal Declaration of Human Rights (not at bookstore—can order independently)

Secondary Texts (on Blackboard)

Victor Frankl, Man’s Search for Meaning
Paul Gilbert, The Compassionate Mind
al-Falah, Rozen, The Anatomy of Peace
Bronson, Self-Regulation in Early Childhood
Kaufman, The Grump Meter
NPR: “This American Life: 550/3 Miles”
Coles, from The Call of Stories
Erin Overby “Maurice Sendak and the Soul of An Artist”
Freire, Pedagogy of the Oppressed
Ethics for Dummies
Readings for Diversity and Social Justice
Bruno Bettelheim, The Uses of Enchantment

Janet Kaufman jek346@gmail.com
Class meets: T/Th 10:30-11:45, Keiser 104
Civic Ally Engaged Learning (CEL): Throughout the course we will attend to the connections between the literature we read and our lives in community. To these ends, part of your work in this course will involve participation in the community, and reflection on that experience in relation to children’s literature. You may participate in a service-learning site of our course, propose your own site, or develop another project. To be meaningful and productive, civic engagement needs to work for your schedule. If the scheduling is not good for you, or if there is any problem with your placement, please let me know right away so that we can problem-solve together. The time commitment is approximately 2 hrs/week.

We have two service-learning sites for our class: one at Borah High with high school students who are refugees, and another with a tutoring program at Jefferson Elementary with refugee students of different ages. Reading children’s literature with these students and supporting their English language development will give us new ways of encountering the literature and responding to ideas, situations, and people in our communities. Throughout the course, we will engage in structured reflection to help us consider both on our own identities and experiences, and our developing questions and perspectives about how individuals and social institutions work together to strengthen our communities.

Course Goals and University Learning Outcomes:

UF200 builds on the following three University Learning Outcomes (ULO) as the base assessment for student success in this course: Written Communication (ULO 1), Ethics (ULO 5), and Diversity & Internationalization (ULO 6). More information about each ULO can be found here: http://academics.boisestate.edu/fsp/foundational-studies-program/rubrics/.

After successful completion of the course, students should be able to:

- Write in a variety of genres for specific and different purposes and audiences, with voice, mechanics, and conventions appropriate to those genres. (ULO 1)
- Utilize ethical frameworks to understand, imagine, and evaluate situations, quandries, decision-making, alternatives, and outcomes. (ULO 5)
- Identify and accurately describe an ethical issue of interest, and apply ethical reasoning to a situation or issue to show how that situation might be most justly addressed and solved. (ULO 5)
- Demonstrate insight and understanding of one’s own cultural expectations and biases, and the significance and complexity of identity elements to individuals with identities different from one’s own. (ULO 6)
- Applies understanding of socio-cultural self-awareness and the importance of social/cultural identity to the way individuals experience and grapple with diverse situations, experiences, and problems; and articulates alternative approaches and solutions. (ULO 6)
- Demonstrates the disposition to work toward strengthening one’s own society, as informed by awareness of diversity within and beyond oneself. (ULO 6)
Requirements/Projects/Grades

- Regular attendance, engaged class participation, and homework (40%). Be here. Be here. Be here. We are the subject of this course as much as the literature we will read. As a laboratory to learn and think, our class offers us a place to take risks and enrich the learning environment for each other. We will have both scheduled and spontaneous experiments, exercises, CEL reflections, and other writing. Discussion questions will be posted on Blackboard for you to respond to before class. We have a chance to create a classroom community in which real thinking begins, develops, and is shared, in which each person can speak without, or despite, fear of judgment, shame, and failure; in which we offer encouragement to each other and help reduce the fears that arise in learning; and in which we think together about our relationships to ourselves, literature, each other, and our places in the world. Please know that your contributions, your questions, your concerns, your fears, and your ideas are all central to our and your learning. You count and are needed.

- Midterm writing (30%): Assignment posted on Blackboard.

- Final paper (30%): Assignment posted on Blackboard.

Notes

- Please keep hard and/or digital copies of every written piece you turn in.
- Please do not plagiarize. Plagiarism is the intentional unacknowledged use or incorporation of any other person's work in, or as a basis for, one's own work offered for academic consideration or credit for public presentation. Plagiarism includes, but is not limited to, representing as one's own, without attribution, any individual's words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression. Plagiarism can result in failure of the course.
- Offense: It is possible that you will find some of the assigned material, or the discussion about the assigned material, difficult or offensive in regard to theme and/or language. Of course, you are never obliged to find the material acceptable. However, to succeed in this class you need to be able to engage it and respond to it critically. Please meet with me at the start of the semester if, after looking at the course material, you encounter this kind of difficulty with any of it. It will be helpful to discuss the matter with you.
- The syllabus is subject to—and undoubtedly will—change. We may bring new readings into the course, alter writing projects, shift the pace, etc. You will be responsible for accommodating these changes.
- BSU 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 …
- Please feel free to arrange a meeting with me when/if you have questions, concerns, or ideas for the course.
## Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Topic</th>
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| 1/12 | T   | Introduction  
*Harold and the Purple Crayon*  
*What Do You Do With an Idea?* |
| 1/14 | Th  | Emotional Self-Regulation  
*Where the Wild Things Are*  
Erin Overby “Maurice Sendak and the Soul of An Artist”:
http://www.newyorker.com/books/double-take/maurice-sendak-and-the-soul-of-the-artist  
Saxe, “The Regulation of Emotional States”  
Gilbert, “The Challenges of Life”  
Hall, “Emotional Regulation: The Art of Coping”  
McGonigal, on resilience:
https://www.ted.com/talks/jane_mcgonigal_the_game_that_can_give_you_10_extra_years_of_life?language=en#t-1142076 |
| 1/19 | T   | Self-Regulation  
Bang: *When Sophie Gets Angry*  
Bronson, “Controlling Emotion and Behavior”  
Kaufman, the Grump Meter  
Goleman, excerpts from *The Triple Focus*  
Civic Engagement sign-up due |
| 1/21 | Th  | Attachment and early childhood reading: *Hug*  
Karen,”Attachment”  
Gilbert, “Threat and Self-Protection,” “Compassion and Emotions” |
| 1/26 | T   | Difference: *Hop, Jump*  
Ausland, “The First R”  
Tatum,”The Complexity of Identity: Who Am I?”  
“Ethics 101: chapters 1 & 2 |
| 1/28 | Th  | A sense of home  
*Amelia’s Road*  
Kozoll, “Migrant Worker Children: Conceptions of Homelessness and Implications for Education”  
Cefai, “A Model of Resilience-Enhancing Classrooms”  
| 2/2  | T   | Illustration  
Bang, *Picture This*  
Create a scene or short picture book working with Bang’s Approach to illustrations in *Picture This*. Tell a story connected to attachment, difference, or emotional regulation.
Fairy tales and the inner life
“Cinderella,”
The Tale of Despereaux
Bettelheim, “Introduction: The Struggle for Meaning” and “Life Divined from the Inside”

Fairy Tales, cont.
Early Childhood Trauma: http://www.nctsn.org/trauma-types/early-childhood-trauma

The child, refugees, immigration
Home of the Brave
“Keeping the Peace: Ethics & Human Rights”

Home of the Brave
United to End Genocide: http://endgenocide.org/who-we-are/history/

Human Rights
We Are All Born Free
How do we reflect on books up to now in relation to the UN Declaration on Human Rights? Which characters’ experiences speak to which rights? How are characters given these rights? How are they deprived of these rights?
The Arrival, Shaun Tan

Family
Becoming Naomi Leon
ACES: http://www.cdc.gov/violenceprevention/acesstudy/;
http://www.newyorker.com/magazine/2011/03/21/the-poverty-clinic
Lorde, “The Transformation of Silence into Language and Action”

Naomi Leon & readings, cont.

Civic Engagement Reflection
Create a scene or short picture book working with Bang’s Approach to illustrations in Picture This. Tell a story illustrating an aspect of your CEL experience that depicts an ethical dilemma, an experience with self-regulation, a problem/conflict & solution related to identity or human rights…

Family
Peace, Locomotion
Coles, “Stories and Theories” from The Call of Stories
Library Visit

Peace, Locomotion
Freire, from Pedagogy of the Oppressed
Cefai, Promoting Resilience in the Classroom ("Introducing Risk and Resilience in Education")
3/10  Th  Ability, Art, Wonder
   wonderstruck
Cerney, “Historical and Cultural Influences in Deaf Education”
Art and Trauma: http://ncfy.acf.hhs.gov/features/thinking-creatively-family-and-youth-work/art-therapy

3/15  T  wonderstruck

3/17  Th  Midterm writing due--project presentations

3/22  T  Spring Break

3/24  T  Spring Break

3/29  T  all but my life
   frankl

3/31  Th  all but my life
   visit to anne frank human rights memorial
   prospectus due

4/5   T  absolutely true diary of a part-time indian

4/7   Th  absolutely true diary of a part-time indian
   “unbowed,” wangaari mathai

4/12  T  poetry speaks who i am

4/14  Th  poetry speaks who i am

4/19  T  poetry speaks who i am

4/21  Th  presentations

4/26  T  presentations

4/28  Th  conclusion