

## **INLS 890: Special Topics Course—Youth Services in a Diverse Society**

**(Note: This course was designed in collaboration with Katy J. Vance, MLS.)**

**Instructor:** Sandra Hughes Hassell, Ph.D., Professor

Email: [smhughes@email.unc.edu](mailto:smhughes@email.unc.edu)

Telephone: 919.843-5276

Office: Manning Hall, Room 203

**T.A.:** Summer Pennell, Doctoral Student

UNC School of Education Culture, Curriculum, and Change

Email: [pennells@live.unc.edu](mailto:pennells@live.unc.edu)

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### **COURSE OVERVIEW**

The purpose of this course is to prepare students to work as youth services librarians in today's increasingly diverse society. Students will develop a theoretical base in critical race theory (CRT) and other cross-disciplinary theories and conceptual frameworks, while they explore issues relevant to working as a Library and Information Science Professional with diverse and marginalized populations. Topics to be discussed include empowerment, inclusion, pluralism and equity; design and program development; selecting, evaluating, promoting and mediating culturally relevant texts; literacy; and access to information.

### **COURSE OBJECTIVES**

Prepares the student to:

- Become well versed in the theory and implementation of Critical Race Theory as it relates to education, librarianship, and community building
- Utilize cross-disciplinary theories and conceptual frameworks which provide insight into library services
- Develop racial and cultural identity on a personal level and understand it on a societal level
- Progress towards full cultural competence
- Develop a deeper understanding of how diverse populations view the world, specifically schools, libraries and communities
- Work for social justice in youth and children's services by participating in outreach to underserved youth and children's populations in the state of North Carolina
- Determine the needs of marginalized young adult and children's populations related to information access and literacy development, and develop and deliver services responding to those needs
- Develop a sound theoretical, practical and personal rationale for the use of multicultural literature in effective teaching and learning in youth and children's services
- Recognize common themes and concerns of children and young adults across diverse populations

### **TEACHING PHILOSOPHY**

As an instructor, I believe that effective learning happens in a community of learners which prioritizes exchange, inquiry, reflection, creation, and growth. This type of learning requires an environment which stretches beyond the classroom into the community. It is the responsibility of institutions of higher

education to learn, certainly, but also to create and share research based resources. Inquiry-focused learning is more effectively achieved in a dynamic environment where there are opportunities for interactive study and application of theory to real practice. I use some of the following strategies to foster this type of learning:

- Class discussions of varying formats and structures
- Assignments which require application of theory to real world problems
- Service Learning which applies the course concepts to community needs
- Demonstration of knowledge and understanding through the creation of real world products
- Instruction that moves from the “What?” and “How?” to the “Why” and “So What”

## COURSE MATERIALS

*Books(Books 1-5 are on reserve in the SILS library)*

1. Banks, James A. (2009). *Teaching Strategies for Ethnic Studies*, 8<sup>th</sup> ed. New York: Pearson.
2. Darling Hammon, Linda, Jennifer French, and Silvia Paloma Garcia-Lopez. (2002). *Learning to Teach for Social Justice*. New York: Teachers College Press.
3. Delgado, R. & Stefancic, J. (2001). *Critical Race Theory: An Introduction*. New York: New York University Press. (Available as an e-book from UNC libraries)
4. Moule, J. (2012). *Cultural competence: A primer for educators*. 2<sup>nd</sup> ed. Belmont, CA.: Thomson Wadsworth
5. Tatum, A. (2009). *Reading for Their Life: Re)Building the Textual Lineages of African American Adolescent Males*. Portsmouth, NH: Heinemann.
6. Tatum, B. (1997). *Why are all the black kids sitting together in the cafeteria?: And other conversations about race*. New York: Basic Books.

### *Additional Materials*

- Articles & book chapters on reserve and in Sakai
- Multimedia Resources
- Web Resources

## ASSIGNMENTS AND GRADING

### **Assignment 1: Personal Cultural Autobiography (15%)**

This personal narrative will explore your own personal history, including the formation of your identity, beliefs, perspectives and values. Who we are as individuals, dramatically affects how we interact with others and will affect our work with youth. The purpose of this narrative is to heighten your awareness of your cultural identity as a step in better understanding children and teens who come from different backgrounds. One of the assumptions underlying this assignment is that things don't simply happen to us, we are active in interpreting and assigning meaning to experiences in our lives. These experiences in turn influence the way we see the world and what we value. Focus your narrative on the aspects of your experience including individual, interpersonal, religious, and cultural influences.

While you may certainly write a traditional essay, this cultural autobiography may take any form. Do not hesitate to use your arts, technology and personal skills creatively to tell your story. The instructors are the only ones who will read your paper but we will discuss aspects of them in class. **Please share only what you feel comfortable sharing!** In addition to the issues we discuss in class, you may wish to consider the following questions as you write your cultural autobiography:

1. How do you define yourself in terms of race, ethnic or national origin?
2. How do you describe the structure of your family as you were growing up and today?
3. How do you describe the socioeconomic status of your family and the role it played in shaping your life?
4. What is the primary language spoken in your home? What role do languages play in your life today?
5. How might you describe your views regarding the importance or purpose of education?
6. What customs or traditions are important to you? To your family? To your community?
7. What value does faith, religion or spirituality hold in your family?
8. How do you describe your views of racial, ethnic or national origin to people of differing backgrounds than you?
9. How do you describe your sexual orientation? People of a sexual orientation different from you?
10. How do you describe your mental and physical abilities and the role they play/have played in shaping your life?
11. How do you describe the gender roles in your family? How do you describe your gender identity?
12. How might you describe your world-view (e.g., purpose of life)?
13. What should people know about who you are to understand why you talk, think, speak, act the way you do?

### **Assignment 2: Service Learning (45%)**

Discussing diversity issues in academic isolation will become an echo chamber if you don't have a place to actively apply your learning. "Service-learning is strikingly congruent with librarianship's long-standing commitment to improving the lives of citizens within communities" (Yontz & de la Pena McCook, 2003, p. 61) and is finding its place in LIS programs across the country. "Connecting service learning with LIS curriculum allows students to gain hands-on skills, interact with diverse populations, and gain a deeper understanding for the conceptual basis of the course" (Montague, Wolske, & Larkee, 2009, p. 34). You will work with one or two other students in the class to develop a community service project related to literacy and information access in partnering school and public libraries. Each student is required to complete **30** hours of service learning.

***Reflective Journaling on Service Learning Experience***- After each service learning session, write a blog entry reflecting on the experience: challenges, successes, questions. Each post should include the number of hours worked, a summary of the tasks accomplished, and a critical reflection on that week's experiences. Please draw connections between the theory we discuss in class and the real life application of your service learning opportunity. **We will use the blog function IN SAKAI for this.**

***Experience Presentation*** - For the final class session, your small group will give a presentation on the service learning experience. Like the cultural autobiography, this presentation may take any format. In this presentation, please describe the community of your service learning site, summarize your group's service over the course of the semester, critically evaluate your work in terms of the needs of your community, and connect your service learning to the theory and research we have studied over the course of the semester.

### **Assignment 3: Class Participation (40%)**

*Items that will contribute to your class participation grade include:*

1. **Completion of all reading prior to coming to class.**

2. **Reflective journaling:** You will be asked to journal each week about the course readings and the class discussions. The journals will be private to only you and the instructors. Each journal entry will contain two parts. The first part should be done after you have finished the readings and before coming to class. The second part should be completed after the class discussions and some time to reflect. The journal entries should be **printed and brought to class**.
3. **Locating library and/or children's/YA literature related articles.** During weeks 7-13, you will be asked to locate one article from library literature about the topic we are discussing. The article can be about programs, services, or literature. For each article, please post: 1) the bibliographic information; 2) a short annotation; and 3) a statement explaining how you think this article might be used by a school or public librarian. **Post to the FORUM IN SAKAI.**

Examples of articles include:

For session 9 (American Indians): Thompson, M.K. (2001). "A Sea of Good Intentions: Native Americans in Books for Children." *The Lion and the Unicorn* 25(3), 353-374.

For session 11 (Gender and gender Identity): GLBT Roundtable. (1976). What To Do Until Utopia Arrives? Guidelines To Evaluate The Treatment Of Gay Themes In Children's and YA Literature. <http://www.ala.org/ala/mgrps/rts/glbtrt/popularresources/utopia.cfm>

4. **In Class Participation:** This seminar is a discussion-based course. Students are expected to complete all readings, to think through the issues raised in the readings, and to articulate thoughts on the materials in class. Clearly, you need to attend class to participate in the discussions. Attendance will be taken every week, with absences being excused in cases of illness, religious observances, and other reasons in line with university policies, or if the university is closed due to inclement weather. *In order to receive an excused absence, the instructor should be notified in advance of the class meeting.*

#### Grading and Due Dates

Assignment	Weight	Due Date
Cultural Autobiography	15%	Class Session 6; February 13
Service Learning: <ul style="list-style-type: none"> <li>Reflective Journaling</li> <li>Experience Presentation</li> </ul>	45%	Class Session 15; April 24
Course Participation <ul style="list-style-type: none"> <li>Completing Readings</li> <li>Reflective Journaling</li> <li>Contributing to class blog</li> <li>Active Engagement in Class Discussions</li> </ul>	40%	Ongoing

## **GRADING SCALE**

H	(95-100) "clear excellence", above and beyond what is required
P	(85-90) all requirements satisfied at entirely acceptable level
L	(70-79) low passing
F	(<70) failed

## **CLASSROOM ENVIRONMENT**

Our overarching goal is to build a professional community in which an exchange of ideas and opinions is respected and welcome. Discussions should be professionally conducted and should be based on course readings and critical thinking. Issues related to diversity, cultural competence, and social justice will involve strongly held beliefs and may include current political controversies. Remember – your classmates may have different perspectives on issues than you, but they still deserve your respect.

As another aspect of respect in the classroom environment, turn off or mute all phones and other communication devices during each class session. If you use your laptop or mobile device in the classroom, limit the usage to course-related reasons (i.e., taking notes).

## **UNIVERSITY HONOR SYSTEM**

The University of North Carolina at Chapel Hill has had a student-administered honor system and judicial system for over 100 years. Because academic honesty and the development and nurturing of trust and trustworthiness are important to all of us as individuals, and are encouraged and promoted by the honor system, this is a most significant University tradition. More information is available at <http://www.unc.edu/depts/honor/honor.html>. The system is the responsibility of students and is regulated and governed by them, but faculty share the responsibility and readily commit to its ideals. If students in this class have questions about their responsibility under the honor code, please bring them to me or consult with the Office of the Dean of Students. The web site identified above contains all policies and procedures pertaining to the student honor system. We encourage your full participation and observance of this important aspect of the University.

## **SILS DIVERSITY STATEMENT**

In support of the University's diversity goals and the mission of the School of Information and Library Science, SILS embraces diversity as an ethical and societal value. We broadly define diversity to include race, gender, national origin, ethnicity, religion, social class, age, sexual orientation and physical and learning ability. As an academic community committed to preparing our graduates to be leaders in an increasingly multicultural and global society we strive to:

- Ensure inclusive leadership, policies and practices;
- Integrate diversity into the curriculum and research;
- Foster a mutually respectful intellectual environment in which diverse opinions are valued;
- Recruit traditionally underrepresented groups of students, faculty and staff; and
- Participate in outreach to underserved groups in the State.

The statement represents a commitment of resources to the development and maintenance of an academic environment that is open, representative, reflective and committed to the concepts of equity and fairness.

## **STUDENTS WITH DISABILITIES**

“The Department of Disability Services (DDS), a part of the Division of Student Affairs, works with departments throughout the University to assure that the programs and facilities of the University are accessible to every student in the University community. Additionally, DDS provides reasonable accommodations so students with disabilities who are otherwise qualified may, as independently as possible, meet the demands of University life.” Visit their website at <http://disabilityservices.unc.edu/> for more information.

## Journal Page

Name \_\_\_\_\_

POST READING REFLECTION	Date
<p>What stood out for me:</p>	
<p>Some questions I have or connections I am making. . .</p>	
<p>A conclusion I can make. . .</p>	

<b>POST CLASS REFLECTION</b>	<b>Date</b>
<p>How my original thinking regarding topic or issue has changed. . .</p>	
<p>How I would sketch this concept or idea:</p>	
<p>Some possible applications to my life as a librarian. . .</p>	



## Tentative Class Schedule

Session Dates/ Topic	Guiding Questions	Readings
<b>Session 1: January 9</b> ✓ Defining Diversity ✓ Power of Stories	What is diversity?  How do stories shape our view of ourselves and of others?  How can we recognize the subtexts of the stories we hear in our daily lives?  How can we harness the power of story to shape the rich diversity of our communities and to connect people, rather than divide people?	Nicolet, J.(2006). "Conversation—A Necessary Step in Understanding Diversity." In J. Landsman & C.W. Lewis (Eds). <i>White Teachers/Diverse Classrooms</i> (203-218). [PDF Sakai]  <i>Teaching Strategies for Ethnic Studies</i> — Chapter 1  Gruber, Peter. "The Power of Stories" ( <i>Psychology Today</i> , March 15, 2001) <a href="http://www.psychologytoday.com/collections/201106/the-power-stories/the-inside-story">http://www.psychologytoday.com/collections/201106/the-power-stories/the-inside-story</a>  Christensen, Linda. "The Danger of a Single Story: Writing Essays About Our Lives." <i>Rethinking Schools</i> 26(4), 19-25. [PDF Sakai]  Watch the TED Talk: The Danger of a Single Story by Chimamanda Adiche ( <a href="http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story.html">http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story.html</a> )
<b>Session 2: January 16</b> ✓ Cultural Competence	What is cultural competence?  How is it different from cultural awareness?  Why is cultural competence critical for librarians who will be working with youth in public and school libraries?	Overall, P.M. (2009). "Cultural Competence: A Conceptual Framework For Library And Information Science Professionals." <i>The Library Quarterly</i> , 79(2), 175-204.  <i>Cultural Competence: A Primer for Educators</i> —Chapters 1, 5, 9  IFLA. (2009). Multicultural communities: Guidelines for library services (3rd ed.). <a href="http://www.ifla.org/files/library-services-to-multicultural-populations/publications/multicultural-communities-en.pdf">http://www.ifla.org/files/library-services-to-multicultural-populations/publications/multicultural-communities-en.pdf</a>
<b>Session 3: January 23</b> ✓ Service Learning	What is service learning?  Why is service learning an effective way to develop cultural competency?  How does the concept of service learning align with	Overall, Patricia M. (2010). "The Effect Of Service Learning On LIS Students' Understanding Of Diversity Issues Related To Equity Of Access." <i>Journal of Education for Library and Information Science</i> , 51(4), 251-266.  McCook, Kathleen de la Peña. (2000). "Reconnecting Library Education and the Mission Of Community" <i>Library Journal</i> , 125(14), 164-165.

Session Dates/ Topic	Guiding Questions	Readings
	the principles of librarianship?	Deeley, Susan J. (2010). "Service-Learning: Thinking Outside the Box." <i>Active Learning in Higher Education</i> 11(1): 43-53. <a href="http://alh.sagepub.com/content/11/1/43.full.pdf+html">http://alh.sagepub.com/content/11/1/43.full.pdf+html</a>  <i>Guest Speakers:</i> Amanda Hitson, Kate Barr, and Allison Buehler (SILS Students)
<b>Session 4: January 30</b> ✓ Social Justice in Libraries	What is social justice?  Why is the library community interested in social justice?  What is the role of school and public libraries in advocating for social justice for youth?	Garcia-Lopez, S.P. (2002). "Whose Rally Comes First?" In L. Darling-Hammond, J. French, & S.P. Garcia-Lopez (Eds.). <i>Learning To Teach For Social Justice</i> (79-88). [PDF Sakai]  Pateman, J. & Vincent, J. (2010). <i>Public Libraries And Social Justice</i> . Chapter 6. [PDF Sakai]  Morrone, Melissa and Lia Friedman. (2009). "Radical Reference: Socially Responsible Librarianship Collaborating with Community. <i>The Reference Librarian</i> , 50: 371-396. [PDF Sakai]  Browse Critical Exposure ( <a href="http://www.criticalexposure.org">http://www.criticalexposure.org</a> ) to see examples of what empowered students can do!
<b>Session 5: February 6</b> ✓ Class & Socio-Economic Status	What assumptions do we make about individuals who belong to a different class and/or socio-economic group than our own?  How do class and socio-economic status impact the lives of children, teens, and their families?  How do class and socio-economic status impact the types of library services offered in a community?  What can youth services	Neuman, S. B. & Celano, D. (2012). "Worlds Apart: One City, Two Libraries, and Ten Years of Watching Inequality Grow." <i>American Educator Quarterly</i> Fall, 13-23. <a href="http://www.aft.org/pdfs/americaneducator/fall2012/Neuman.pdf">http://www.aft.org/pdfs/americaneducator/fall2012/Neuman.pdf</a>  Pribest, S., Gavigan, K. & Dickinson, G. (2011). "The Access Gap: Poverty and Characteristics of School Library Media Centers." <i>Library Quarterly</i> 81(2): 143-160.  Roberson, J. & Nardi, B. (2010). "Survival Needs And Social Inclusion: Technology Use Among The Homeless." <i>CSCW 2010 ACM</i> . <a href="http://portal.acm.org/citation.cfm?id=1718993">http://portal.acm.org/citation.cfm?id=1718993</a>  Gorski, P. (2007). The Question of Class <a href="http://www.tolerance.org/magazine/number-31-spring-2007/feature/question-class">http://www.tolerance.org/magazine/number-31-spring-2007/feature/question-class</a>  Poverty Rate Rises in America, CNN

Session Dates/ Topic	Guiding Questions	Readings
	librarians do to address issues that arise due to socio-economic differences?	<a href="http://money.cnn.com/2011/09/13/news/economy/poverty_rate_income/index.htm">http://money.cnn.com/2011/09/13/news/economy/poverty_rate_income/index.htm</a> The numbers Behind Poverty <a href="http://www.tolerance.org/activity/numbers-behind-poverty">http://www.tolerance.org/activity/numbers-behind-poverty</a>
<b>Session 6: February 13</b> ✓ Critical Race Theory	What is race? What is white privilege? How is it related to critical race theory? How can those with privilege use their power and resources to make positive change? How does critical race theory apply to the field of library & information science?	<i>Cultural Competence: A Primer for Educators</i> —Chapters 2, 3, 4 <i>Critical Race Theory: An Introduction</i> . (whole book) (Available as a e-book UNC libraries) Jost, Muktha, Edward L. Whitfield, & Mark Jost. (2005). “When the Rules are fair, but the game isn’t.” <i>Multicultural Education</i> Fall: 1-21. [PDF Sakai] McIntosh, P. (1988). “White Privilege: Unpacking the Invisible Knapsack. (can be found online; Google the title) Explore the website “The Power of an Illusion” <a href="http://www.pbs.org/race/001_WhatIsRace/001_00-home.htm">http://www.pbs.org/race/001_WhatIsRace/001_00-home.htm</a> Be sure to try the race sorting activity.
<b>Session 7: February 24</b> ✓ Race and Ethnicity/ African-Americans	How are the school and library experiences of African American youth impacted by preconceptions and misconceptions of African Americans, their families, and their communities? How can libraries combat the stereotypes of African Americans presented in the media, textbooks, and the curriculum?	<i>Teaching Strategies for Ethnic Studies</i> — Chapter 7 <i>Why Are All The Black Kids Sitting Together In The Cafeteria?</i> –Pages 1-131. Tatum, A. (2009). <i>Reading For Their Life: (Re)Building Textual Lineages Of African-American Adolescent Males</i> . Portsmouth, N.H.: Heinemann—Chapters 1-3. Building a Bridge to Literacy for African American Male Youth:: A Call to Action for the Library Community ( <a href="http://bridgetolit.web.unc.edu/files/2012/09/Building-A-Bridge-to-Literacy-for-African-American-Males.pdf">http://bridgetolit.web.unc.edu/files/2012/09/Building-A-Bridge-to-Literacy-for-African-American-Males.pdf</a> ) <i>Guest Speaker:</i> Mark Dorosin UNC Center for Civil Rights Continuing Legacy of School Segregation: A Case Study of Halifax County, NC
<b>Session 8: February 25</b>	The number of Latino youth	<i>Teaching Strategies for Ethnic Studies</i> — Part IV (p. 297-390)

Session Dates/ Topic	Guiding Questions	Readings
✓ Race and Ethnicity/ Latino(a)s	<p>in the US is growing, What does this influx mean for schools? For libraries?</p> <p>What assumptions do we make about Latinos? How do these assumptions impact library services? Educational experiences?</p> <p>What issues exist for youth whose parents are undocumented? For Latinos who are US citizens?</p> <p>How can libraries combat the stereotypes of Latino communities?</p>	<p><i>Why Are All The Black Kids Sitting Together In The Cafeteria?</i>—Pages 131-143.</p> <p>Gonzalez, N. et al. (1993). <i>Teacher Research on Funds of Knowledge: Learning From Households</i>. Educational Practice Report: 6. (Can be found online; Google the title)</p> <p>Noguera, P. (2005). “And What Will Become of Children like Miguel Fernandez?: “Y Que Pasara Con Jovenes Como Miguel Fernandez?” <a href="http://www.inmotionmagazine.com/er/pn_become.html">http://www.inmotionmagazine.com/er/pn_become.html</a></p> <p>Foxen, Patricia. (2010). <i>Speaking Out: Latino Youth on Discrimination in the United States</i>. Washington, D.C. National Council of La Raza. [PDF Sakai]</p>
<b>Session 9: March 6</b> ✓ Race and Ethnicity/ American Indians	<p>What do children learn about American Indians in school? How does that influence their attitudes and behavior?</p> <p>How can libraries combat the stereotypes of Indians presented in the media, textbooks, and the curriculum?</p>	<p><i>Teaching Strategies for Ethnic Studies</i>— Chapter 5</p> <p>Hermes, M. (1999). Research methods as a situated response: Toward a First Nations’ methodology. In L. Parker, D. Deyhle, &amp; S. Villenas (Eds.). <i>Race Is... Race Isn’t: Critical Race Theory and Qualitative Studies in Education</i> (Pages 83-100). [PDF Sakai]</p> <p>Why are all the black kids sitting together in the cafeteria?: And other conversations about race. (Pages 143-153).</p> <p><i>Tribal Leaders Speak: The State of Indian Education</i>, 2010. <a href="http://www2.ed.gov/about/inits/ed/indianed/consultations-report.pdf">www2.ed.gov/about/inits/ed/indianed/consultations-report.pdf</a></p> <p>Browse the website: American Indians in Children's Literature (AICL) <a href="http://americanindiansinchildrensliterature.blogspot.com/">http://americanindiansinchildrensliterature.blogspot.com/</a></p>

Session Dates/ Topic	Guiding Questions	Readings
<b>Spring Break</b> <b>March 11-15</b> <b>Enjoy!</b>		
<b>Session 10: March 20</b> ✓ Race and Ethnicity/ Asian and Middle Eastern	What stereotypes about individuals who are of Asian or Middle Eastern heritage are perpetuated by the media?  How do these stereotypes impact their experiences in schools? In libraries?  How can libraries combat the stereotypes presented in the media, textbooks, and the curriculum?	<i>Teaching Strategies for Ethnic Studies</i> — Chapter 13 and 14  Ayish, N. (2006). “Stereotypes, Popular culture, and School Curricula: How Arab American Muslim High School Students Perceive and Cope with Being the ‘Other’”. In D. Zabel (Ed.). <i>Arabs in the Americas: Interdisciplinary Essays on the Arab Diaspora</i> (79-116). [PDF Sakai]  Bang, G. (2002). “Watching words and managing multiple identities.” In L. Darling-Hammond, J. French, & S.P. Garcia-Lopez (Eds.). <i>Learning to Teach for Social Justice</i> (71-78). New York: Teachers College Press. [PDF Sakai]  Chow, G. (2011). “The Model Minority Myth: Implications for Independent schools.” <i>Independent School</i> , 70(2). <a href="http://www2.nais.org/publications/ismagazinearticle.cfm?ItemNumber=154576">http://www2.nais.org/publications/ismagazinearticle.cfm?ItemNumber=154576</a>
<b>Session 11: March 27</b> ✓ Gender, Gender Identity & Sexual Orientation	How are LGBTQ youth marginalized?  How can libraries support LGBTQ youth to achieve the ideals of equity and community?  How can libraries create a safe place for LGBTQ youth?  How can we teach children and teens that the words they choose have meaningful consequences, consequences that can be	Biegel, S. (2010). Creating change in the classroom: curriculum, pedagogy, and LGBT content. In <i>The right to be out: sexual orientation and gender identity in America's public schools</i> (pp. 131-149). Minneapolis: University of Minnesota Press. [PDF Sakai]  Blount, J. and Anahita, S. (2004). The historical regulation of sexuality and gender of students and teachers: An intertwined legacy. In Rasmussen, L., E. Rofes & S. Talburt (Eds.) <i>Youth and sexualities: Pleasure, subversion, and insubordination in and out of schools</i> (pp. 63-84). New York, NY: Palgrave Macmillan. [PDF Sakai]  Hall, Mindy. (2010). Facilitating visibility of LGBTQ issues in public schools: Teacher resistance and teachable moments. In M. Blackburn, C. Clark, L. Kenney, & J. Smith (Eds.), <i>Acting out!: Combating homophobia through teacher activism</i> (pp. 103-113). New York, NY: Teachers College Press. [PDF Sakai]  Beam, Cris. (2007). <i>Transparent : Love, Family, and Living the T with Transgender</i>

Session Dates/ Topic	Guiding Questions	Readings
	unintentional or intentional?	<i>Teenagers</i> . 1st ed. Orlando, Fla.: Harcourt, (pp. 10-16, and pp. 61-66) [PDF Sakai]  Temple, M.B. (2011). "It's Okay to Be Neither: Teaching that Supports Gender-Variant Children." <i>Rethinking Schools</i> 26 (1): 51-54. [PDF Sakai]
<b>Session 12: April 3</b> ✓ Culture and Communication	What assumptions do we make about people who have limited English proficiency? Who don't use standard English?  How are our assumptions about educational level influenced by the language and culture of an individual?	<i>The Skin That We Speak: Thoughts On Language And Culture In The Classroom</i> , ed. By Lisa Delpit (2002). New York: The New Press. Pages 31-48, 121-141, 203-220.  Gay, Geneva. Culture and Communication in the Classroom [PDF Sakai]
<b>Session 13: April 10</b> ✓ Ability/Exceptionalities	How do we get our information about youth with disabilities? What preconceptions and misconceptions do we hold?  How can libraries provide opportunities for youth that are differently-abled?	American Association of School Libraries. (2010). "Everyone's Special: Equal Opportunities for All Students to Learn." <i>Knowledge Quest</i> , 39(3) [Read the entire issue of the journal]  Rockefeller, E. (2008). "Striving to Serve Diverse Youth: Mainstreaming Teens With Special Needs Through Public Library Programming." <i>Public Libraries Magazine</i> , 47(1), 50-55.  <u>Guest Speaker:</u> Dana Hanson-Baldauf, Doctoral Student; former Special Education teacher
<b>Session 14: April 17</b> ✓ Work Session	Work with your partner to complete your service learning commitment and to develop your presentation for next week.	
<b>Session 15: April 24</b> ✓ Our Role in Promoting Social Justice in Libraries	What is our role in promoting social justice in libraries?  What lessons did we learn?	Student Presentations on Service Learning Experiences