INLS 735—Youth Services in a Diverse Society

(Note: This course was designed in collaboration with Katy J. Vance, MLS, 2011)

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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 (On reserve in the SILS library)

1. Banks, James A. (2009). *Teaching Strategies for Ethnic Studies*, 8th ed. New York: Pearson.
2. Moule, J. (2012). *Cultural competence: A Primer for Educators*. 2nd ed. Belmont, CA.: Thomson Wadsworth
3. Tatum, B. (2003). *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 (20%)

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 racial and 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.

Your autobiography should reveal your experiences with issues related to race, ethnicity, socioeconomic class, religious differences, sexual orientation, gender identification, ability or disability, etc. in your past and explain the current journey you are on given what you are reading and learning in this course.   I have included two sample autobiographies from the book *Courageous Conversations about Race in* Sakai for you to read if you'd like.

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. Your product should be the equivalent of a 10-12 page (double-spaced) essay.
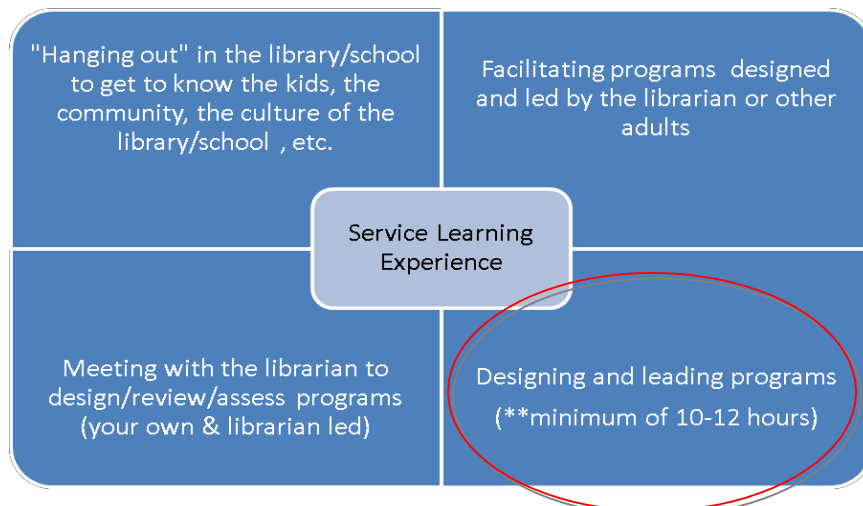
I am the only one who will read your autobiography but we will discuss aspects of them in class. Please share only what you feel comfortable sharing. In addition to the issues we discuss in class, you may wish to consider the following questions as you write your cultural autobiography: [I do not expect you to answer each questions – they are meant to help you think broadly about your life experiences.]

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

Assignment 2: Service Learning (50%)

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). For this course, you will spend **30 hours** of service learning in one of the public or school libraries that has agreed to work with us this term.

Part 1: The Experience (40%)

"Hanging out" in the library/school to get to know the kids, the community, the culture of the library/school , etc.

Facilitating programs designed and led by the librarian or other adults

Service Learning Experience

Meeting with the librarian to design/review/assess programs (your own & librarian led)

Designing and leading programs (**minimum of 10-12 hours)

**Note this is the minimum requirement. You are expected to spend more time if the library's schedule permits it.

- **Designing & Leading Programs***:* You are expected to plan and deliver a minimum of 10-12 hours of programming at your service learning site. Planning will be critical to the success of the programs you implement. You will meet with the librarian at your service learning site to: 1) discuss the youth that will be the target audience for your experience, 2) identify the needs that you will be addressing with your program(s), and 3) brainstorm possible program ideas. Use the attached program template to guide the planning process. After you have planned your program(s), and before you implement your program(s) please review them with the librarian to get her feedback and ideas. Please share with me as well.

Part 2: Documenting the Experience (**10%**)

- **Reflective Journaling on Service Learning Experience-** Each time you visit the service learning site, write a blog entry reflecting on the experience: observations, challenges, successes, questions. Each post should include the number of hours on site, a summary of the tasks accomplished, and a critical reflection on the experience. In your posts, you are expected to draw connections between the theory we discuss in class and the real life application of your service learning opportunity. You are also expected to read your classmate's posts and to comment on them.

- **Experience Presentation -** For the final class session, you will give a 15-minute 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 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 (30%)

 Items that will contribute to your class participation grade include:

1. Completion of all reading prior to coming to class.
2. Completion of pre- and post- Culturally Responsive Teaching Self-Efficacy Scale Extended
3. 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 me. The journal entries should be printed and brought to class. Use the attached journaling template.
4. Locating library programming and/or children's/YA literature related articles. During weeks 7-12, 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 DISCUSSION FORUM IN SAKAI.**

Examples of articles include:

For session 9 (Latino/a) Naidoo, J., & Vargas, L. (2011). Libraries Bridging the Borderlands: Reaching Latino Tweens and Teens with Targeted Programming and Collections. *Young Adult Library Services*, *9*(4), 13-

For session 13 (Gender and Gender Identity): Whelan, D. (2006). Out and Ignored. *School Library Journal,* 52(1), 46-50.

5. 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	20%	March 4
Service Learning:	50%	Presentations will be on April 22nd
Course Participation • Completing Readings • Pre- and post CRTSE • Reflective Journaling • Contributing to class blog • Active Engagement in Class	30%	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 and social controversies. Remember – your classmates (and the instructor) 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 or looking up resources).

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.

PROGRAM TEMPLATE

Title

Submitted by:

1. **Community**
Provide a brief description of the community the library serves. (2-3 paragraphs)

2. **Target Audience**
Identify and briefly describe the target audience for the program. (1-2 paragraphs)

3. **Statement of Need**
Lay out the problematic situation that your program or service will address/improve. Relate your
 proposed program to the needs of your target audience and the objectives of the library. (2-5 paragraphs)

4. **Intended Results**
Briefly describe the intended results of the program. What will the outcomes be for the youth? (1-2
paragraphs)

5. **Program Design and Evaluation Plan**

   5.1. **Program Goals & Objectives**
   Provide specific goal statements that are necessary for you to achieve the desired result.
   Goals should be observable or measurable so that you will know how close you have come
   to attaining that results. These goals will be the basis for defining project activities and
   developing the evaluation approach.

   5.2. **Project Activities**
   Describe the activities that you will perform to deliver the program to the target audience.
   Describe all of the steps, including their sequences, and how they interrelate.

   5.3. **Scheduling and Resources**
   Using the activities plan and the evaluation approach you developed in the previous units,
   create a schedule for your project, including the following:
   ▪ Duration and start and finish dates of each of the activities
   ▪ Relationships among the activities
   ▪ Milestones or markers that show accomplishment of logically related activities, interim
     targets, and targets

   Identify and assign the following types of resources to each of the activities in your
   schedule:
   ▪ Personnel
   ▪ Materials, equipment, and supplies
   ▪ Support services

   5.4. **Method of Assessment**
   How will you know you have been successful? What kind of assessment steps will you
   take? Will you collect any data? If so, what kind?

JOURNALING TEMPLATE

Name_____

READING REFLECTION – To be completed before class	Date

What stood out for me in the readings:

Some connections I am making:

One or two questions I have now and would like to discuss in class:

REFLECTIONS   Date
How I would sketch the ideas discussed in the readings:
Some possible applications to my life as a librarian:
POST CLASS REFLECTIONS [TO BE COMPLETED AT THE END OF EACH CLASS]

TENTATIVE CLASS SCHEDULE

Session 1: January 15
Defining Diversity
Power of Stories

Guiding Questions
1. What is diversity?
2. How do stories shape our view of ourselves and of others?
3. How can we recognize the subtexts of the stories we hear in our daily lives?
4. How can we harness the power of story to shape the rich diversity of our communities and to connect people, rather than divide them?

Readings
➢ Delgado, Richard. "Storytelling for Oppositionists and Others." [PDF Sakai]

➢ Nicolet, J. (2006). "Conversation—A Necessary Step in Understanding Diversity." In. J. Landsman, & C.W. Lewis (Eds). *White Teachers/Diverse Classrooms* (pp. 203-218). [PDF Sakai]

➢ Christensen, Linda. "The Danger of a Single Story: Writing Essays about Our Lives." *Rethinking Schools* 26(4), 19-25. [PDF Sakai]

➢ Hughes-Hassell, Sandra. (2013). "Multicultural Young Adult Literature as a Form of Counter-Storytelling." *Library Quarterly* 83(3): 212-228. [PDF Sakai]

➢ Watch the TED Talk: The Danger of a Single Story by Chimamanda Adiche
  (http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story.html)
  [I usually print the transcript when I listen to TED Talks so I can highlight parts/quotes that stand out to me.]

Session 2: January 22
Cultural Competence
Service Learning

Guiding Questions
1. What is culture?
2. What does it mean to be culturally competent? How is it different from being culturally aware?
3. Why is cultural competence critical for librarians who will be working with youth in public and school libraries?
4. Why is service learning an effective way to develop cultural competency?

Readings
➢ Katz, Melissa & Tansey, Molly. (2015). "Teaching While White." Blog Post:
  http://www.tolerance.org/blog/teaching-while-white

➢ Overall, Patricia. (2009). "Cultural Competence: A Conceptual Framework for Library and Information Science Professionals." *Library Quarterly* 79(2), 175-204. [PDF Sakai]

➢ *Cultural Competence: A Primer for Educators*—Chapters 1 & 5 [book on reserve SILS]

➢ Mestre, Lori. (2009). "Culturally Responsive Instruction for Teacher-Librarians." *Teacher Librarian* 36(3), 8-12. [PDF Sakai]

➢ "See Baby Discriminate" [PDF Sakai]

➢ Overall, Patricia M. (2010). "The Effect Of Service Learning On LIS Students' Understanding Of Diversity Issues Related To Equity Of Access." Journal of Education for Library and Information Science, 51(4), 251-266. [PDF Sakai]

➢ *Close the Book on Hate* [PDF Sakai]

Session 3: January 29

Social Justice in Libraries

Guiding Questions
1. What is social justice?
2. Why is the library community interested in social justice?
3. What is the role of school and public libraries in advocating social justice for youth?

Readings
➢ Garcia-Lopez, S.P. (2002). "Whose Rally Comes First?" In L. Darling-Hammond, J.French, & S.P. Garcia-Lopez (Eds.). *Learning To Teach For Social Justice* (pp. 79-88). [PDF Sakai]

➢ Gorski, Paul C., & Swalwell, Katy. (2015). "Equity Literacy for All." *Educational Leadership* (March 2015), 34- [PDF Sakai]

➢ Pateman, J. & Vincent, J. (2010). *Public Libraries and Social Justice.* Chapter 6. Developing a Needs Based Library Service [PDF Sakai]

➢ Morales, Myrna, Knowles, Em Claire, & Bourg, Chris. (2014) "Diversity, Social Justice, and the Future of Libraries." https://muse.jhu.edu/journals/portal_libraries_and_the_academy/v014/14.3.morales.html

➢ Virtual Dave…Real Blog. "Beyond the Bullet Points: Power & Empowerment." http://quartz.syr.edu/blog/?p=3804

➢ *Community-Led Libraries Toolkit* [PDF Sakai]

Session 4: February 5

Class & Socio- Economic Status

**Guest Speaker: Pamela Hoppock, South Carolina State Library

Guiding Questions
1. What assumptions do we make about individuals who belong to a different class and/or socio-economic group than our own?
2. How do class and socio- economic status impact the lives of children, teens, and their families?
3. How do class and socio- economic status impact the types of library services offered in a community?
4. What can youth services librarians do to address issues that arise due to socio-economic differences?

Readings
➢ Neuman, S. B., & Celano, D. (2001). "Access to Print in Low-Income and Middle-Income Communities: An Ecological Study of Four Neighborhoods" *Reading Research Quarterly 36*(1), 8-26. [PDF Sakai]

➢ Pribest, S., Gavigan, K., & Dickinson, G. (2011). "The Access Gap: Poverty and Characteristics of School Library Media Centers." *Library Quarterly* 81(2): 143-160. [PDF Sakai]

➢ Badger, E. (2013). 2 articles from The Atlantic about the Brain & Poverty.

➢ Gorski. P. (2007). The Question of Class http://www.tolerance.org/magazine/number-31-spring-2007/feature/question-class [PDF Sakai]

➢ Lazar, A.M., Edwards, P.E., & McMillion, G.T. (2012). "Different Doesn't Mean Deficit" in *Bridging Literacy and Equity: The Essential Guide to Social Equity Teaching.* New York: Teachers College Press.[PDF Sakai]

➢ The numbers Behind Poverty http://www.tolerance.org/activity/numbers-behind-poverty [the numbers are old but it is the idea of how much money it takes to feed, clothe, etc. a family)

➢ Go to the Annie E. Casey Foundation's Kids Count Databook and look up information about North Carolina; check out the variation across counties, cities, and school districts (http://datacenter.kidscount.org/) Think about the implications this has for public and school libraries across the state.

Session 5: February 12

Critical Race Theory

**Guest Speaker: Teresa Bunner, Wake County Public Schools

**Note: The readings for this week are critical. Please work through them in the order listed. Make sure to read each one carefully.

Guiding Questions
1. What is race? What is racism?
2. What is white privilege? How is it related to critical race theory?
3. How does critical race theory apply to the field of library & information science?
4. How can those with privilege use their power and resources to make positive change?

Readings
➢ Explore the website "The Power of an Illusion" http://www.pbs.org/race/001_WhatIsRace/001_00-home.htm Be sure to try the race sorting activity.

➢ *Cultural Competence: A Primer for Educators*—Chapters 2, 3 5 [book on reserve SILS]

➢ Ladson-Billings, G., & Tate, W.F. (1995). "Toward a Critical Race Theory of Education." *Teachers College Record 97*(1): 47-68. [PDF Sakai]

➢ Solorzana, D.G. (1997). "Images and Words that Wound: Critical Race Theory, Racial Stereotyping, and Teacher Education." *Teacher Education Quarterly.* [PDF Sakai]

➢ McIntosh, P. (1986). "White Privilege and Male Privilege. [PDF Sakai]

➢ Jost, Muktha, Edward L. Whitfield, & Mark Jost. (2005). "When the Rules are fair, but the Game Isn't." *Multicultural Education* Fall: 1-21. [PDF Sakai]

➢ Knaus, Christopher. (2009). "Shut Up and Listen: Applied Critical Race Theory in the Classroom." *Race, Ethnicity, and Education* 12(2), 133-154). [PDF Sakai]

Session 6: February 19
Racial and Ethnic Identity Formation

** Guest Speaker: Kirby McCurtis, Portland Public Library

Guiding Questions
1. What role does race and ethnicity play in the development of identity for youth of color?
2. What do we mean by the development of "white identity?"
3. How can libraries support racial and ethnic identity development?

Readings
➢ Tatam, Beverly. (1997) *"Why are all the Black Kids Sitting Together in the Cafeteria?"* Chapters 2-6. [Book on reserve SILS]

➢ Chávez, A.F., & Guido-DiBrito, F. (1999). "Racial and Ethnic Identity and Development." *New Directions for Adult and Continuing Education*, 84: 39-47. [PDF Sakai]

➢ *Cultural Competence: A Primer for Educators*—Chapter 4 [book on reserve SILS]

➢ Hanley, Mary Stone, & Noblit, George W. (2009*). Cultural Responsiveness, Racial Identity and Academic Success: A Review of Literature*. Heinz Endowments. http://www.heinz.org/userfiles/library/culture-report_final.pdf [PDF Sakai]

Session 7: February 26
Race and Ethnicity/ African-Americans

** Guest Speaker: Allie Bruce, Bank Street School

Guiding Questions
1. How are the school and library experiences of African American youth impacted by preconceptions and misconceptions of African Americans, their families, and their communities?
2. What is a strength-based approach to working with African-American youth? What does this look like in action in libraries and schools?
3. How can libraries combat the stereotypes of African Americans presented in the media, textbooks, and the curriculum?

Readings
➢ NBCDI. (2013). *Being Black is Not a Risk Factor: A Strength-Based Look at the State of the Black Child*.[PDF Sakai]

➢ Lazar, A.M., Edwards, P.E., & McMillion, G.T. (2012). "From Spirituals to Hip Hop: Teaching in the Third Space "in *Bridging Literacy and Equity: The Essential Guide to Social Equity Teaching.* New York: Teachers College Press.[PDF Sakai]

➢ Edwards, P.A., McMillon, G.T., & Turner, J.D. (2010). Chapters 1-2 from *Change is Gonna Come: Transforming Literacy Education for African American Students*. New York: Teachers College Press. .[PDF Sakai]

➢ Shade, B.J. (1994). "Understanding the African-American Learner." In Hollings, E.R., King, J.E., & Hayman, W.C. *Teaching Diverse Populations: Formulating a Knowledge Base.* New York: State University of New York Press. [PDF Sakai]

➢ Building a Bridge to Literacy for African American Male Youth:: A Call to Action for the Library Community (http://bridgetolit.web.unc.edu/files/2012/09/Building-A- Bridge-to-Literacy-for-African-American-Males.pdf)

➢ View the photos at Father Figure: Exploring Alternate Notions of Black Fatherhood http://www.zunlee.com/fatherfigure (scroll across)

Session 8: March 4
Race and Ethnicity/ Latino(a)s

**Guest Speakers: Meytal Barak (Book Babies Team Leader) and Mercedes McCurley (Durham Public Schools)

Guiding Questions
1. The number of Latino youth in the US is growing. What does this influx mean for schools? For libraries?
2. What assumptions do we make about Latinos? How do these assumptions impact library services? Educational experiences?
3. What issues exist for youth whose parents are undocumented? For Latinos who are US citizens?
4. What do library programs look like that draw on the concepts of funds of knowledge and cultural capital?

Readings
➢ *Teaching Strategies for Ethnic Studies*— Part IV (p. 297-390) [Book on reserve SILS]

➢ Early, Jessica Singer, & Tracy Flores. (2015). "Ceuntos del Corazón (Stories from the Heart). *Rethinking Schools* 30(1), 13-19.

➢ Moje, Elizabeth Birr, et al. (2004). "Working Toward Third Space in Content Area Literacy: An Examination of Everyday Funds of Knowledge and Discourse." *Reading Research Quarterly* 39(1), 38-70.

➢ Padrón, Y.N., Waxman, H. C., & Rivera, H.H. (2002). *Educating Hispanic Students: Obstacles and Avenues to Improved Academic Achievement*. Santa Cruz, CA: University of California, Center for Research on Education, Diversity & Excellence. [PDF Sakai]

➢ Quiroz, Pamela Anne. (2001). "The Silencing of Latino Student 'Voice': Puerto Rican and Mexican Narratives in Eight Grade and High School". *Anthropology & Education Quarterly* 32(3), 326-349

➢ Solorazano, D.G., & Ornelas, A. (2004). "A Critical Race Analysis of Latina/o and African American Advanced Placement Enrollment in Public High Schools." *The High School Journal* (Feb. /March): 15-26. [PDF Sakai]

Session 9: March 11
Race and Ethnicity/ American Indians

Guiding Questions
1. What do children learn about American Indians in school? How does that influence their attitudes and behavior?
2. How can libraries combat the stereotypes of Indians presented in the media, textbooks, and the curriculum?

Readings
➢ *Teaching Strategies for Ethnic Studies*— Chapter 5 [Book on reserve SILS]

➢ *Why are All the Black Kids Sitting Together in the Cafeteria?*. (Pages 143-153). [Book on reserve SILS]

➢ Brayboy, B.M.J. (2006). "Toward a Tribal Critical Race Theory." *The Urban Review* 37 (5): 425-446. [PDF Sakai]

> *Tribal Leaders Speak: The State of Indian Education,* 2010. [PDF Sakai]

> Education Week Project on Education in Indian Country: http://www.edweek.org/ew/projects/2013/native-american-education/running-in-place.html

> *Browse the website:* American Indians in Children's Literature (AICL)
> http://americanindiansinchildrensliterature.blogspot.com/

March 14-March 18
Spring Break

March 25
No Class
University Holiday

Session 10: April 1
Culture and Communication

Guiding Questions
1. What assumptions do we make about people who have limited English proficiency or who don't use Standard English?
2. How are our assumptions about educational level influenced by the language and culture of an individual?

Readings
> *The Skin That We Speak: Thoughts On Language And Culture In The Classroom*, ed.By Lisa Delpit (2002). New York: The New Press. Pages 31-48, 121-141, 203-220. [PDF Sakai]

> Gay, Geneva. Culture and Communication in the Classroom in *Culturally Responsive Teaching: Theory, Research, and Practice,* 2nd ed., NY: Teachers College Press. [PDF Sakai]

> Pyon, H. T. (2009). Review of English Education Policy for Language Minority Students in the United States: A Critical Race Theory Perspective. *Asian American Policy* 65-79. [PDF Sakai]

Session 11: April 8
Gender, Gender Identity & Sexual Orientation
LGBTQ+ Youth Experiencing Homelessness

Guest Speaker: Julie Winkelstein, University of Tennessee

Guiding Questions
1. How are LGBTQ youth marginalized?
2. How can libraries support LGBTQ youth to achieve the ideals of equity and community?
3. How can libraries create a safe place for LGBTQ youth?
4. How can we teach children and teens that the words they choose have meaningful consequences, consequences that can be unintentional or intentional?

Readings

➢ 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.), *Acting out!: Combating homophobia through teacher activism* (pp. 103-113). New York, NY: Teachers College Press. [PDF Sakai]

➢ Temple, M.B. (2011). "It's Okay to Be Neither: Teaching that Supports Gender-Variant Children." *Rethinking Schools* 26 (1): 51-54. [PDF Sakai]

➢ French, Jennifer. (2002). "Idealism Meets Reality." In *Learning to Teach for Social Justice.* [PDF Sakai]

➢ Jackson, Maiya. (2015-2016). "We Begin to Know Each Other." *Rethinking Schools* 30(2), 11-16.

➢ Reading Guide and excerpts from *Rethinking Normal* and *Some Assembly Required.* [PDF Sakai]

➢ View some of the videos on The Video Wall
(http://cahomelessyouth.library.ca.gov/Videos/All_Videos/voices02.html)

➢ Browse the LAMBDA: Library Anchor Models for Bridging Diversity Achievements Website
(http://lambda.sis.utk.edu/)

Session 12: April 15
Ability/Exceptionalities

**Guest Speaker: Kendra Allen, Wake County Public Schools

Guiding Questions
1. How do we get our information about youth with disabilities? What preconceptions and misconceptions do we hold?
2. How can libraries provide opportunities for youth that are differently-abled?

Readings
➢ American Association of School Libraries. (2010). "Everyone's Special: Equal Opportunities for All Students to Learn." *Knowledge Quest*, 39(3) [Read at least two of the articles in this issue; on reserve SILS]

➢ Meadan, H., & Monda-Amaya, L. (2008). "Collaboration to Promote Social Competence for Students with Mild Disabilities in the Classroom." *Intervention in School & Clinic* 43(3): 159-167. [PDF Sakai]

➢ Rockefeller, E. (2008). "Striving to Serve Diverse Youth: Mainstreaming Teens with Special Needs through Public Library Programming." *Public Libraries Magazine*, 47(1), 50-55. [PDF Sakai]

➢ Project Enable Online Training Modules: Complete modules 1 & 4 (http://projectenable.syr.edu/)

Session 13: April 22
Service Learning Presentations