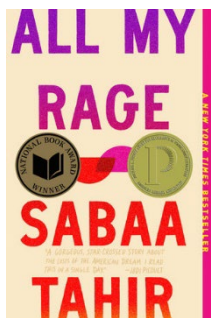### INLS 530—Young Adult Literature and Related Materials
Fall 2023 | Friday, 9:05-11:50 |Manning 208

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"The young adult librarian must be an artist. [They] must have the original passion or capacity for feeling that an artist has. Then, [they] must learn how to perform." (*The Fair Garden and the Swarm of Beasts*, p. 85).

Course Overview

The purpose of this course is to expose students to the variety of resources, print, digital, human, and community-based, that are available to young adults (ages 12-18). Students will examine a wide variety of resources and explore relevant issues—such as adolescent development, adolescent information needs and behaviors, selection and evaluation of resources, diverse literature, and youth activism**.**

Course Objectives
Prepares the student to:
- Gain a background in the various resources intended for and adopted by young adults.
- Become familiar with research concerning young adults—their needs, interests, tastes, and development—and how this affects their selection and use of resources.
- Relate teen culture and interests to young adult information needs.
- Identify the informational needs of young adults inherent in the resources intended for and adopted by them.
- Develop an awareness of the interrelationships among resources and how they address the needs of young adults.
- Understand and apply principles related to evaluation and use of information and ideas with young adults.
- Become familiar with the professional selection resources available to teachers, librarians, and other adults concerned with young adults and their information needs.
- Become familiar with prominent topics, issues, and debates surrounding youth access to information.
- Recognize youth advocacy and the need to keep abreast of constant changes in young adult needs.

Sensitive Course Material Content Warning
We will be reading about and discussing topics in this class such as racism, homophobia, xenophobia, mental illness, interpersonal relationship violence, sexual assault, and bullying that may be difficult for

those who have experienced or been impacted by these types of conduct. If you are unable to read or view one of the young adult resources assigned, please let me know. You do not need to share the reason – just let me know privately that you will not be reading that title.

Teaching Philosophy
As an instructor, I believe that 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:
- Discussions with time for synthesis and reflection
- Continuing discourse between students and instructor and students with peers
- Peers serving as critical friends
- Assignments that require application of concepts to real world problems
- Instruction that moves from the What? and How? to the "Why" and "So What?"

Stance for This Course
In this class we will take a ***critical literacy stance***. Taking a critical stance is the role the reader takes in opposition to the text that is being read and discussed. It involves the application of critical literacy skills. Questions to consider when thinking about literature and other resources for young adults through a critical lens include:
- How is this text trying to make me feel?
- Who is represented and how?
- Who holds power and who does not?
- Whose voices are included? Whose voices are left out?
- Why do you think the author or illustrator makes those choices?
- What biases do I bring to the text?

Critical literacy allows readers to interact with texts in powerful ways. Lewison et al. (2008) defined four dimensions of critical literacy, including: 1. Disrupting the commonplace— Asking what is naturalized or taken for granted in a text, uncovering perhaps the way a text constructs a possibility for a reader (i.e., what activities or emotions are appropriate for girls or boys). 2. Interrogating multiple viewpoints—Recognizing diverse personal and cultural perspectives on an issue and having dialogue about that diversity. 3. Focusing on the sociopolitical— Addressing social issues related to justice. 4. Taking action and promoting social justice—Moving to action (through talk, letter writing, etc.) based on an inquiry

Lewison, M., Leland, C., & Harste, J.C. (2008). Creating critical classrooms: K–8 reading and writing with an edge. New York: Routledge.

Course Materials
1. Articles & book chapters available electronically or as PDFs in Canvas
2. Young adult novels
3. Electronic databases and Internet resources

Assessment

Assessment for this course will be qualitative in nature as opposed to quantitative. While you will get a grade at the end of the term, as required by the University, instead of assigning points or grades to individual assignments, I will be providing feedback in the form of questions and comments that engage your work rather than simply evaluate it. My intention is to help you focus on *learning* and *understanding* rather than compliance to a prescribed notion of excellence. My goal is to encourage you to engage in deeper thinking, be creative, and take risks.

You will also be reflecting critically on your own work during the semester – completing a mid-term and final reflection in which you will discuss your learning/understandings, the elements of the course that excite you as well as challenge you, and *your* assessment of your work (what are you proud of, what would you change, what questions do you have, and so forth).

I realize this process may cause anxiety for some of you, so please see me at any point to talk about your progress to date. If you are worried about your grade, the best strategy is to join the class discussions, do the reading, and complete the assignments.

*Note: Final Grades for this course will be H/P/L/F for graduate students. Undergraduates will be graded on the A-F scale.

The Work Of The Course

#1 – Book Responses *(individual assignment)*
As you read the required YA books, I would like you to *Use a Three-Column Journal Entry Strategy*, to create a book response for each assigned book. First, create a three-column table in landscape view. In the first column, write the title and author of the book. In the second column, record *your personal reactions* to the book. Consider writing about text connections to yourself, text connections to another text, or text connections to the world. You might want to record some favorite passages or quotes. Finally, in column three, make some notes about why you think this book will appeal to young adults. In other words, why do think a teen would choose to read this book? The writing in this journal should be informal. You will refer to the journal during our class discussions.

#2 – Community Resources Project (*whole class assignment – to be done in class*)
Resources that address the developmental and information needs of teens are available in every community and it is the responsibility of the library to point teens to those resources. For this assignment, we will identify a neighborhood or community. ***Note** – In the real world you would gather input from the teens in your community about what they want and need before creating a resource like this*.

Step 1: Understand and describe the community, including:
- *Demographics*. It is vital to understand who makes up the community. Age, gender, race and ethnicity, marital status, education, number of people in the household, first language -- these

and other statistics make up the demographic profile of the population. When we put them together, it gives us a clear picture of who our community residents are.

- *Community culture, formal and informal*. This covers the spoken and unspoken rules and traditions by which the community lives. It can include everything from community events and slogans -- the blessing of the fishing fleet, the "Artichoke Capital of the World" -- to norms of behavior -- ignoring alcohol abuse or domestic violence -- to patterns of discrimination and exercise of power. Understanding the culture and how it developed can be crucial to providing appropriate library services.
- *Economics*. Who are the major employers in the community? What, if any, business or industry is the community's base? Who, if anyone, exercises economic power? How is wealth distributed? Would we characterize the community as poor, working, class, middle class, or affluent? What are the economic prospects of the population in general and/or the population you are concerned with supporting?

Step 2: Research how that neighborhood or community supports the teens who live there, including community-based organizations, after school programs, cultural institutions, etc.

- *Existing groups.* Most communities have an array of groups and organizations of different kinds -- service clubs (Lions, Rotary, etc.), faith groups, youth organizations, sports teams and clubs, groups formed around shared interests, the community-wide organizations (the YMCA, The Boys and Girls Club, the symphony, United Way), as well as groups devoted to self-help, advocacy, and activism. Knowing of the existence and importance of each of these groups can pave the way for alliances or for understanding opposition.
- *Existing institutions.* Every community has institutions that are important to it, and that have more or less credibility with residents. Colleges and universities, libraries, religious institutions, hospitals -- all of these and many others can occupy important places in the community. It is important to know what they are, who represents them, and what services they provide.

Step 3: Create an annotated digital resource for **a teen audience** that includes agencies/organizations/institutions in that community that adolescents might use. Annotations should be written in our own words and should let teens know what kinds of support/services the agency, organization, etc. provides. We will **include one to two key words** that indicate which aspects of teen development this community resource supports.

#3 – Identity Project *(see syllabus for due dates, group project)*
Exploration of identity is a major developmental task for adolescents. The class will be divided into five groups. Each group will be responsible for one dimension of identity: gender, sexual, cultural, socioeconomic, or disability. Through research, the group will become the experts on this type of teen identity development and the resources available to support young adults in their exploration of this dimension of their identity.

This assignment has two components – a presentation and a digital resource.

      <ins>**PRESENTATION**</ins>
      The group's presentation should:

- identify learning goals for your colleagues – what will they know and be able to do as a result of your presentation.
- define the topic - what aspect of the identity will be your group's focus.
- present relevant research on the topic from fields such as adolescent psychology, human development, social sciences, education and library and information science.
- discuss how library staff can support youths' development of this aspect of identity.
- engage the class in a discussion of the novel assigned for that topic - plan a way for us to have a meaningful and thoughtful discussion of the title as it relates to the identity we are exploring. Consider dividing the class into groups and assigning a member of your project team to each group to facilitate the discussion and/or take notes. You might want to use a digital tool like Jamboard or Padlet. If you want the class to do something in preparation for the discussion, let us know ONE week in advance. Be creative and try something new.
- provide a BRIEF overview of your digital resource (no more than 5 minutes)

The group's presentation should be well thought out, planned and prepared. Each group will have 60 minutes for the presentation, including 5 minutes for questions. Your group should prepare demonstration materials and supplemental materials that allow you to support the points you wish to make.

DIGITAL RESOURCE

The digital resource should be **designed for young adults** with selected resources on the topic. All the resources on the list must be annotated and written for your teens. You can use whatever platform works best for your project team. In the past students have used platforms like Google sites and Canva. The digital resource must include:

- books—fiction & informational
- websites (informational & interactive)
- organizations & agencies
- videos, TED Talks, television shows, etc.
- Other

Remember: This is a group project. It is a collaborative project intended to hone your ability to share ideas, build on what you already know, teach each other, and communicate your ideas to the other members of the class. All members of the group must be familiar with the content of the entire presentation, the digital resource, and be prepared to answer any questions, on any part, posed by the instructor or members of the class.

**NOTE: If your group is struggling, if members are not contributing, if you can't find a focus, it is your responsibility to inform the instructor as soon as possible. DO NOT wait until the day of the presentation.

#4 – Final Project *(individual assignment)*
For the final project you will create a resource for YA librarians using the template SILS alumnus Meredith Jeffers created for The Librarian toolkit. You can find the template here: YA Librarian Toolkit - How to Use This Guide (google.com). Examples of resources Meredith created can be found here: YA Librarian Toolkit - Book Templates (google.com).

For this assignment you will read a recently published YA book (of your choice but not one that was required for the course; the book should have been published in the last 3 years). You will submit, via email, a draft of your resource to me **by or before November 27th**. **A finalized version of the resource is due in Canvas by or before December 11th.**

#5 – Self Reflection *(individual assignment)*
Twice during the term (at the midpoint and at the end) you will be asked to complete a self-reflection. The reflection will include questions such as "What have you learned that you are most excited about? What challenges have you encountered? Talk about the work you've done for the class so far." You will also be asked to give yourself a grade. (Note: While I prefer to give everyone the grade they give themselves, I reserve the right to change grades as appropriate.) Note: the self-assessment will be conducted using a Google Form.

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Campus Resources

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.

Counseling and Psychological Services at UNC
Counseling and Psychological Services (CAPS) staff at UNC are available to provide mental health services to students. Visit their website at: https://caps.unc.edu/ to learn about their services or to schedule an appointment. For severe or potentially life-threatening medical or mental health emergencies, *call 911, go to a local hospital emergency room, or call campus police at 919-962-8100.*

Title IX and the Violence Against Women Act (VAWA)
"Title IX and the Violence Against Women Act (VAWA) are two of the federal laws that are focused on providing safe, inclusive, and welcoming learning and work environments on campus. Title IX prohibits sex discrimination and sexual harassment. Sexual assault and sexual violence are forms of sexual or gender-based harassment that are prohibited by Title IX. VAWA also requires Universities to address sexual violence, interpersonal violence, and stalking."

For more information:
- View a **Quick Reference Guide** for a step by step approach about how to get help in emergency situations for incidents of sexual and gender-based discrimination, sexual harassment, sexual assault or sexual violence, interpersonal (relationship) violence, and stalking.
- View a **Comprehensive Resource Guide** that provides more detailed information about how to get help following an incident of sexual and gender-based discrimination, sexual harassment, sexual assault or sexual violence, interpersonal (relationship) violence, and stalking.

Basic Needs Security

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Office of the Dean of Students for support (https://odos.unc.edu/). Also, please notify me if you are comfortable in doing so. This will enable me to provide any resources I might possess.

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.
- 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.

Observance of Religious or Spiritual Holidays/Events

If you need to miss class to observe a religious or spiritual holiday/event, please let me know prior to the date. You will be permitted to make up work within a mutually agreed-upon time.

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.

Tentative Class Schedule (updated 6 August 2023)

Session Dates/Topic	Professional Readings & Activities	YA Literature
Session 1 **August 25** Introduction to each other, to the course, and to our perceptions of young adults Dimensions of identity	**Activity:** Think of an adjective that describes what you were like as a teen or that describes your teenage years. Find a meme (or create your own) that captures the essence of this adjective for you. (Share only what you are comfortable sharing.) Add your meme to this Google Slide deck by making a copy of your meme and adding it to one of the blank slides. https://docs.google.com/presentation/d/1oWWDP7jd4-sYx0cDM-RAozdusMDy4x4TJ9C6q__RxJ0/edit?usp=sharing	
Session 2 **September 1** Common models of youth development Alternative frameworks for youth development	Latham, Don, and Melissa Gross. 2014. "Chapter 2: Young Adult Development." In *Young Adult Resources Today.* Latham, MD: Rowman & Littlefield. [PDF] Caskey, Miki and Vincent Anfara, Developmental Characteristics of Young Adults. https://www.amle.org/BrowsebyTopic/WhatsNew/WNDet/TabId/270/ArtMID/888/ArticleID/455/Developmental-Characteristics-of-Young-Adolescents.aspx *The 40 Developmental Assets for Adolescents*. The Search Institute. [PDF] Bernier, Anthony. 2020. "Introduction." In *Transforming Young Adult Services,* 2nd ed. Chicago, Neal-Schuman. [PDF]	**Read both:** *Art of Protest: Creating, Discovering, and Activating Art for Your Revolution* by De Nichols *The Hate U Give* by Angie Thomas
Session 3 **September 8** Models of teen information seeking History of YA Literature	Gibson, Amelia N., Hughes-Hassell, Sandra, and Bowen, Kristen. (2021). "Navigating "Danger Zones": Social Geographies of Risk and Safety in Teens and Tweens of Color Information Seeking". Information, Communication & Society. [PDF] Do Teens Get Pushed Out of YA Books When It's Called A Genre? (bookriot.com) What Does 'Young Adult' Mean? - The Atlantic	**Read one of the following based on the first letter of your last name:** • Hinton, S.E. *The Outsiders* (A-J) • Lipsyte, Robert. *The Contender*.(L-Ri) • Cormier, Robert. *The Chocolate War*. (Ro-Z)

Session Dates/Topic	Professional Readings & Activities	YA Literature
Session 4 **September 15** Diversity of Representation in YA Literature Creating Inclusive Library Programs and Services	Jeffries, Matthew S., Boyd, Ashley S. and Darragh, Janine Julianna. 2022. "Disrupting Monolithic Representations of LGBTQ+ Youth: Moving Toward Intersectionality." *Research on Diversity in Youth Literature:* Vol. 4, Issue 2, Article 3. https://sophia.stkate.edu/rdyl/vol4/iss2/3/ Durand, E. Sybil, and Jimenez-Garcia, Marilisa. 2018. "Unsettling Representations of Identities: A Critical Review of Diverse Youth Literature," *Research on Diversity in Youth Literature*: Vol. 1: Issue 1, Article 7. https://sophia.stkate.edu/rdyl/vol1/iss1/7/ Stone, Nic. 2020. "Don't Just Read About Racism—Read Stories About Black People Living" Cosmopolitan Kumasi, Kafi. (2021). "The Library is Like Her House: Reimaging Youth of Color in LIS Discourses." In *Transforming Young Adult Services* (2nd ed.). Chicago: ALA. [PDF] Gibson, Amelia, and Hughes-Hassell, Sandra. (2023). "Maybe She's Just Strict to Everybody: Race, Belonging, and Surveillance in the Library." *The Library Quarterly*, 93(3):277-293. [PDF]	**Read 1 of these titles:** • *The Belles* by Dhonielle Clayton. • *Tristan Strong Punches a Hole in the Sky* by Kwame Mbalia • *How Moon Fuentez Fell in Love with the Universe* by Raquel Vasquez Gilliland • *Elatsoe* by Darcie Little Badger • *This Is Kind of an Epic Love Story* by Kacen Callender

Session Dates/Topic	Professional Readings & Activities	YA Literature
Session 5 **September 22** Nonfiction/ Informational resources Community Resources *[We will create a community resources guide as a whole class.]*	Latham, Don, and Melissa Gross. 2014. "Chapter 6: Nonfiction" in *Young Adult Resources Today*. Latham, MD: Rowman & Littlefield. [PDF] Browse the following 2 websites: https://www.nypl.org/get-help/community-resources https://lplks.org/resources/community-resources/	*They Called Us Enemy* by George Takei **Or** *The Unwanted: Stories of Syrian Refugees* by Ron Brown And one YALSA Nonfiction Award Winner or Honor Book Nonfiction Award | Young Adult Library Services Association (YALSA) (ala.org)
Session 6 **September 29** Racial/Ethnic Identity	Noguera, Pedro A. (2003). How Racial Identity Affects School Performance. Harvard Education Letter, 19(2): 1-3. [PDF] EmbraceRace | Understanding Racial-Ethnic Identity Development Race/Related: My First Encounter With Racism - YR Media	*Poet X* by Elizabeth Acevedo *Black Enough* edited by Ibi Zoboi
Session 7 *October 6* **WORK SESSION — IDENTITY GROUP PROJECTS**		
Session 8 **October 13** Gender Identity (Group Presentation) Intellectual Freedom – Defending Teens' Rights to Read	Browse: https://www.glsen.org/sites/default/files/2022-10/NSCS-2021-Full-Report.pdf A Guide to Understanding Gender Identity and Pronouns : NPR Review: *Defending Intellectual Freedom - LGBTQ+ Materials in School Libraries* https://standards.aasl.org/project/lgbtq/	*Cemetery Boys* by Aiden Thomas Read/view supplementary texts recommended here: https://sites.google.com/view/ya-librarian-toolkit/book-templates/cemetery-boys

Session Dates/Topic	Professional Readings & Activities	YA Literature
October 19-20 **FALL BREAK** **NO CLASS**		
Session 9 **October 27** Sexual Identity (Group Presentation) Guest Speaker: TBD	Glossary of Terms (Human Rights Campaign) Making Gay History – Listen to two or more of the podcasts. How to Start a Gay-Straight Alliance (GSA) | American Civil Liberties Union (aclu.org)	*Last Night at the Telegraph Club* by Malinda Lo Read/view supplementary texts recommended here: https://sites.google.com/view/ya-librarian-toolkit/book-templates/last-night-at-the-telegraph-club
Session 10 **November 3** Body Image as a Dimension of Identity (Group Presentation) Manga and Anime Guest Speaker: Julie Stivers	Weight status and body image perceptions in adolescents: current perspectives - PMC (nih.gov) Where Are the Fat-Positive Children's Books? The Librarian Is In Podcast, Ep. 68 | The New York Public Library (nypl.org) Jarrett Lerner: You Are Not Alone (Body Image, Bullying) Rudes, Jullian. (2023). "Introduction and Chapter 1." *In Manga in Libraries: A Guide for Teen Librarians*, ALA. [PDF]	*The (Other) F Word: A Celebration of the Fat & Fierce* by Angie Manfredi

Session Dates/Topic	Professional Readings & Activities	YA Literature
Session 11 **November 10** Cultural Identity (Group Presentation) Guest Speaker: TBD	Miller, Donna L. 2014. Building Bridges with Cultural Identity Literature*. The ALAN Review*. https://scholar.lib.vt.edu/ejournals/ALAN/v41n3/pdf/millerd.pdf Browse: *Green Card Youth Voices* (http://www.greencardvoices.com/) Browse: Tribes & Indian Organizations in NC https://www.trianglenative.org/tribes-and-indian-organizations-in-nc	*Apple (Skin to the Core)* by Eric Gansworth *Does My Head Look Big In This* by Randa Abdel-Fattah
Session 12 **November 17** Disability as a Dimension of Identity (Group Presentation) Guest Speaker: TBD	Watch the TED Talk: I'm not your inspiration, thank you very much by Stella Young. Introduction to Patricia Dunn's *Disabling Characters: Representations of Disability in Young Adult Literature.* [PDF] Whaley, Kayla. "#OwnVoices Why We Need Diverse Authors in Children's Literature." https://www.readbrightly.com/why-we-need-diverse-authors-in-kids-ya-lit/	*One for All: A Novel* by Lillie Lainoff
November 24 *THANKSGIVING BREAK*		
Session 13 **December 1** Socioeconomics as a Dimension of Identity (Group Presentation) Wrap Up	Hill, Crag, & Darragh, Janine J. (2016)." From Bootstraps to Hands-up: A Content Analysis of the Depiction of Poverty in Young Adult Literature. Study and Scrutiny." Research on Young Adult Literature 1(2). [PDF Canvas] Savage Unrealities - Rethinking Schools	*Jackpot* by Nic Stone