

Garrett-Evangelical Theological Seminary
CE-850 Children's Books for Liberative Education
Dr. Virginia A. Lee
Fall 2021
Thursday afternoons 1:00-4:00pm
DRAFT

Instructor: Dr. Virginia A. Lee

Office: 111 Main Building

Office Phone: 847-866-4549

Email: virginia.lee@Garrett.edu

Email is the best way to reach me. Or you can stop by my office to see if I am available. I often am. If I can't talk when you stop by, I will be glad to schedule an appointment with you. I am available via email from 8am Monday morning through 5pm on Friday evening. I will try to respond to your emails within a few hours, but no later than 24 hours. I will not respond to emails on the weekends.

Course Description

This class will consider how children's books can be liberative. The lives of all children are of worth and value to God, and we embody that belief when all children see themselves and their stories in the children's books they read.

We will consider children's books from a variety of perspectives including theological and sociological. Students will have an opportunity to explore children's books from their particular interest or focus.

Course Delivery Methods

This course is considered a hybrid course because it will meet as an in-person course primarily, and there will be times when the student will have time to visit a library of their choice.

Course Outcomes:

At the end of this courses, students will be able to:

- Evaluate a collection of books (a library or other collection) for diversity and inclusion
- Articulate why such diversity and inclusion is important (theologically, educationally, sociologically, etc.)
- Articulate why diverse collections are an important part a liberative education

Required Texts

Why Indigenous Literatures Matter

Daniel Heath Justice

Publisher: Wilfrid Laurier University Press (March 10, 2018)

ISBN-13: 978-1771121767

Amazon: \$15.61 paperback; \$4.99 Kindle

From Cover to Cover: Evaluating and Reviewing Children's Books

Kathleen T. Horning

Publisher: HarperCollins; 1st edition (April 27, 2010)

ISBN-13: 978-0060777579

Amazon: \$8.89 Paperback; \$7.99 Kindle

(Other readings will be available on Moodle)

Students will read a variety of children's books.

Students will also have access to some of the diverse children's book that have been used over the last few years at the Garrett-Evanston CDF Freedom Schools Program. (Some of the books are in the Styberg Library and some of the books are a part of the collection held by Dr. Lee.) You will have access to all of them.

Students will have the opportunity to choose a particular area in which to focus and research.

Students will choose other texts, in consultation with the instructor, related to their area of focus and research.

Other resources related to children's books will be available on Moodle.

Course Requirements

1. Active class participation and reading of assigned literature. (20% of grade)

This class is a learning community that requires your full attention. All of us will teach all of us. Each of us depends on all the rest of us.

All students should read all the assigned texts.

The purpose of class participation is to demonstrate comprehension and integration of assigned material. Participation includes preparation for class, constructive verbal contributions to class discussions, attentive listening, and facilitating the participation of others. The purpose of the reading assignments is to provide a range of theoretical grounding for the students' work. Class members are expected to have completed all readings by the class session for which they are assigned.

Participation in class discussion is based on having read the assigned texts for the session.

2. "HEARTS" response 15% of final grade (Due on Sept. 23)
3. Library visit reflections 30% of final grade (Due Oct. 28)
4. Class presentations 30% (Content, creativity, presentation, handout, etc.)
(15% for PhD students)
Nov. 2, Nov. 9, Dec. 2, and Dec. 9
5. Annotated bibliography of 10-15 books related to your topic 15% of final grade, due the last day of class (Tuesday, Dec. 14)
6. **PhD students only** Final paper or project (the class presentation and final project will be related) 20-page paper (15% of final grade)

By mid-August there will be a description and rubric for each assignment posted on Moodle.

Academic Policies

All students are required to abide by the academic policies detailed in the [Academic Handbook](#) for the current academic year. The following policies are of particular importance to the successful completion of one's coursework:

Writing

- Academic integrity and [plagiarism](#): (See 19-20 Handbook, 12, 78-83) All professors are required to respond to all suspected incidents of academic dishonesty, especially plagiarism. Repeated incidents of plagiarism or academic dishonesty may result in dismissal from the school.
- Writing and citations: The *Turabian Manual for Writers* and the *Chicago Manual of Style* footnote/bibliography format provide the standard formats for all introductory courses. Basic information on these formats is available online [here](#). In advanced courses an instructor may require another style guide appropriate to the discipline (such as APA). (19-20 Handbook, 84)
- Writing Support: The Writing Center at Garrett-Evangelical offers programs to support all students' theological research and writing. See <https://www.garrett.edu/student-life/student-services> "Writing Center" for more detailed information.

Attendance and Class Participation

- Inclusivity/Diversity: The basic commitments of the seminary to mutual love and searching for the truth in Christ lead to a principle that in the classroom and in course assignments, persons are always to be respected and ideas are to be freely discussed.... All participants in the teaching-learning process have an obligation to honor and respect varying perspectives on relevant issues.
(See 19-20 Handbook, 9)

- Attendance and lateness policies: Attendance is required. Students who miss more than 20% of the class sessions (e.g., more than 2 classes in the weekly schedule, a proportionate amount for other class formats) should not expect to pass the class. (19-20 Handbook, 19)
- Some faculty may limit on the usage of electronic devices such as cell phones during class. At the least, all cell phones should be silenced during the whole of a class session.

Academic Accommodations

- Student accommodations for documented conditions should be developed and requested before the beginning of the semester. See the *Accessibility, Special Needs, and Disabilities* policy and process set out in the Academic Handbook (19-20 Handbook, 12). Such accommodations are developed in consultation with the Registrar.
- Extensions: For Masters students, extensions, if granted, are normally for four weeks following the last day of class in spring and fall semesters or the final due date for coursework for January and summer terms. Extensions may not exceed three months following the end of the term. (19-20 Handbook, 20)

Course Schedule

Sept. 9 Session 1 Intro to Class and to each other

Preparation and Assignment for 1st class session:

- What were your favorite books as a child? Why were they your favorites?
 - What were your least favorite books? Why?
- (See Moodle for more questions to think about.)

Sept. 16 Session 2 Multiple Stories / Windows and Mirrors Library Day – NO IN-PERSON CLASS

See instructions / questions on Moodle for your library visit

- Begin to determine criteria by which books should be evaluated
- Explore the children's collection. What did you notice?
- Talk to the children's librarian, if possible, about a diverse collection

Reading for Session 2:

- Windows and Mirrors articles (Moodle)
- Evaluating a library (Moodle)

Sept. 23 Session 3 What did you discover at the library?

Assignment: "HEART" paper/answers

Reading for Session 3:

- *From Cover to Cover* – Introduction, Chapters 1-2 (pages 1-47)

Sept. 30 Session 4 Evaluating and Reviewing

Reading for Session 4:

- *From Cover to Cover* – Chapter 8 (165-180) and two chapters of your choice from chapters 3-7.

Oct. 7 Session 5 Library Day – NO IN-PERSON CLASS

Look for books related to Native Americans
What books are displayed for “Columbus Day,” if any?

Reading for Session 5:

- *Why Indigenous Literatures Matter* – Preface, Introduction, Chapters 1-2 (pages xvii-112)

**Oct. 14 Session 6 Native American History &
Native American Children’s Books**

Reading for Session 6:

- *Why Indigenous Literatures Matter* – Chapters 3, 4, 5, Conclusion, and Appendix (pages 113-240)
- Articles (Moodle)

Oct. 21 READING DAYS – NO CLASS

Oct. 28 Session 7 Race, Ethnicity, and Culture

Reading for Session 7:

- Articles (Moodle)

Nov. 4 Session 8 Genders and Sexualities

Reading for Session 8:

- Articles (Moodle)

Nov. 11 Session 9 Class Presentations

1st presentation: _____

2nd presentation: _____

Nov. 18 Session 10 Class Presentations

1st presentation: _____

2nd presentation: _____

Nov.25 Thanksgiving Break Week of Nov. 22-26 – NO CLASS

Dec. 2 Session 11 Class Presentations

1st presentation: _____

2nd presentation: _____

Dec. 9 Session 12 Class Presentations

1st presentation: _____

2nd presentation: _____

Tuesday, Dec. 14 Make-Up Day