

UNIVERSITY of WISCONSIN

GREEN BAY

EDUC-206

Fall 2018 / Spring 2019 Semester

Cultural Images in Materials for Children and Adolescents

3 Credits - Students who register for UWGB credit are committed to paying for tuition and must follow UWGB policies

Instructor Name— Susan Carlson, Green Bay East High School

Course Description/Emphasis: The varied image representations of ethnic and racial groups and gender roles as developed in trade books, textbooks and other instructional materials for children and adolescents; detecting negative images and building positive images.

Course Objectives: We seek to inspire and prepare future educators by cultivating knowledge, skills, and dispositions to improve the learning of students, nurturing a profound respect for the dignity and diversity of all learners, and guiding the development of critical thinking, reflective practice, and decision-making based on data. In keeping with this mission, the following integrated themes are evident in this course:

1. To develop a better understanding of the cultural, historical, political, economical, sociological, and educational challenges, policies, issues, and resources of an increasingly diverse America and world.
2. To analyze and apply your understanding to various resources pertaining to various ethnic, social, and racial groups in America.
3. To inform and develop a cultural competence and proficiency of the diversity of people, ideologies, and inspirations in America as a future educator, policymaker, business owner, and/or community member.

UWGB Programmatic Outcomes:

- 1) A commitment to effective communication and ethical decision making;
- 2) Proficiency through performance-based assessment;
- 3) Environments that promote inquiry as the basis for authentic learning;
- 4) Extensive and intensive field-based experiences;
- 5) The integration of technology;
- 6) A strong focus on content and pedagogy;
- 7) Clearly identified standards for practice and performance; and
- 8) A shared vision of teaching excellence.

Required Readings: Course readings may include, but are not limited to:
Teacher- and student-selected novels, media and web-based content based in inquiry and research

- The Story of Act 31, J.P. Leary
- Indian Nations of Wisconsin, Loew, Patty
- [Towards a Culturally Relevant Pedagogy](#) - Ladson-Billings, 1995
- Rethinking Popular Culture and Media on racism and stereotypes in media
- Rose, "Repressed Brits, Evil Mexicans, Arab villains: Why are Hollywood's animated movies full of racist stereotypes?"

- “Whitewashing’ in mass media: Exploring colorism and the damaging effects of beauty hierarchies”
- Rethinking Sexism, Gender, and Sexuality
- [Proud to Be](#) - change the mascots
- Kohli and Solórzano, “Teachers! Please learn our names”
- Documentary: [Precious Knowledge](#)
- Duncan-Andrade, “[Growing roses in concrete](#)”

Course Requirements/Schedule:

1 Semester course, daily class sessions

Whole group and small group discussions

Course assignments

- Autobiographical Sketch - reflecting on personal connections to culture and society
- Analytical study - Portfolio of 3 -5 cultural images in Literature, Informational text and media, contemporary society.
- Explanatory essays - evaluation of: 1. Adolescent novel, 2. Media marketed to children/adolescents
- Planned book introduction for elementary or secondary classroom audience - selecting and promoting quality literature - presented as ‘live’ to peers.
- Red light/ Green light - evaluated list of 12 websites, games, social media marketed to children or adolescents
- Culturally competent materials in Thematic unit
- In class discussion contributions

Evaluation and Assessment: The final grade will be based on the UWGB grading scale:

In class contributions	30%
Essays/evaluations	30%
Presentations	40%

UWGB Grading Scale (%):

93 - 100 A
 90 - 92 AB
 85 - 89 B
 80 - 84 BC
 75 - 79 C
 70 - 74 CD
 66 – 69 D
 0 - 65 F

GBAPS Grading Scale (%)

93-100 A
 90-92 A-
 87-89 B+
 83-86 B
 80-82 B-
 77-79 C+
 73-76 C
 70-72 C-
 67-69 D+
 63-66 D
 60-62 D-
 59-0 F

Course Outline

Newer Outline

Unit 1 Establish the norm of Cultural Competence

- Define diversity--equality/inequality--race, gender, ethnicity, sexual identity, disability
- Understand the limitations of tolerance, colorblindness, acceptance, and embrasure

Communication and Discourse

- Courageous Conversation Compass - Social Discourse protocol
- Framework for Critical Analysis

Defining who I am

- Personal identity development
- The Ways

Purpose

- DPI MLSS
- Equity and Equality

Provide historical perspectives

- Historical overview of inequality (class developed timeline)
- Act 31 - Wisconsin First Nation history
- Diversity in the education system--critical understanding of race, culture, and other systems of oppression within contemporary US society and its institutions

Clarify Critical Thinking Skills

- Differentiate data-based conclusion vs. anecdotal conclusions--understand how to be a neutral observer in your world of education

Unit 2 Evaluate Children's and Adolescent Literature--exercise cultural competence

- Examine the varieties of materials for children, including publishing trends in multiculturalism.
- Mentor text examples - Act 31, First Nations focus
 - Illustrative techniques and their effectiveness in relation to particular texts
 - Animal characters and empathy
 - Perpetuating Stereotypes
 - Tokenism
 - Purpose of the book
 - Cultural idioms
 - Example: "low man on the totem pole" or "too many chiefs and not enough Indians"
- Analyze and critically evaluate texts from a variety of genres and traditions for cultural accuracy and authenticity.
 - Use pedagogical and literary criteria to evaluate children's and young adult literature

- Example: multiple representations of Pocahontas, all of which are inaccurate
- Professional Reading - Educational Leadership - Developing Educational Foundations

Unit 3 Move beyond books--Media--the new literature

- Evaluate technology and varied media to support instruction
 - Websites, social media, video, art
 - Recognize the narrative-based nature of social media--the induction of media as a new form of literature
- Evaluate cultural perspectives in media
 - Reel Injuns - Media portrayal of Native American in Film
- Popular culture and the new child
 - The disappearing childhood
- Branding--the new symbolism--non-print meaning and its influence
 - Black and white, Gender colors,
- Detect bias in communication/ representation in media
- Professional Reading - Educational Leadership - Developing Educational Foundations

Unit 4 Leverage cultural competence to influence change

- Become aware of and address issues of diversity in materials
 - Textbooks, picture books, fiction, non-fiction
- Identify authors of landmark texts and well as recently published works
- Professional Reading - Educational Leadership - Developing Educational Foundations
- Changing Mascots - Social discourse
- Explore the differentiation of older "classic" works with contemporary interpretations.
- What makes a good classroom library?
- Examine censorship and appropriateness of children's literature
 - Banned books--past and present--books to avoid
- Analyze why some books become the common 'staple' of education literature and determine the criteria that indicate they should be abandoned
- Examine books that win awards--what does it mean?
- Explore ways in which media impact worldviews, interpersonal and intercultural relations, and institutional power dynamics in education of education.