

LIS 693 Young Voices in Times of War: Literature for Children and Young Adults

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Spring 2009, Wednesdays 5:00-7:40, Holmes 242

Office TBA: Instructor is Adjunct Faculty and is not regularly on campus.

Office hours: Please call or e-mail to make an appointment.

Course Description:

During times of war, children and teens are forced to grow up more quickly than they would during times of peace. Many will have to make difficult choices and face adult issues. This course will focus on stories told through the unique voices of children and young adults who happened to grow up while the world they knew around them was radically changing. When contemporary children and teens read about the impact war has on fictional characters (especially those of similar ages) as well as the true stories of people who grew up in the midst of war, they will inevitably form a literary relationship with and develop empathy for the characters they read about. By humanizing “the other” through reading, we can hope to instill in upcoming generations the importance of cultural understanding and the necessity of teaching peace in an increasingly globalized world.

This course will explore the literature of juveniles and young adults through historical fiction, memoirs, biographies, and nonfiction books; guest speakers; site visitations; and a variety of media.

My own preference has always been to provide the children in my care with weapons to fight the evil. Those weapons are ethics and values and information.

--Pg 125. Virginia A. Walter from *War and Peace: A Guide to Literature and New Media, Grades 4-8*.

Prerequisites : None.

ALA Core Competencies Addressed:

- 2) **Resource Building:** Creation, evaluation, selection of collections of information; storing, preserving, and conserving information.
- 5) **Knowledge Dissemination—Service:** Concepts, principles, and techniques that facilitate information access for users, interaction with users to provide consultation or guidance in use of information resources, assessment of user needs, diversity in user needs.
- 9) **Social, Historical, and Cultural Context:** Concepts and knowledge regarding the socio-historical development of libraries print culture, and information sciences; preservation of cultural resources; international dimensions of librarianship, information technology and policy, and social and cultural issues, including the interplay between library and information science and the cultures of Hawaii, the Pacific region and Asia.

Program Learning Objectives:

- Demonstrate an understanding of the history, philosophy, principles, policies, and ethics of library and information science and technology.
- Demonstrate an understanding of the development, organization, and communication of knowledge.
- Apply basic competencies and knowledge that are essential for providing, managing, and designing information services and programs in a variety of information environments.
- Demonstrate theoretical understanding of and basic competencies in evaluating, selecting, and organizing information sources.
- Demonstrate theoretical understanding of and basic competencies in storage, retrieval, dissemination, utilization and evaluation of information.

- Demonstrate the professional attitudes and the interpersonal and interdisciplinary skills needed to communicate and collaborate with colleagues and information users.

Course Objectives:

Students who complete this course will:

- Be exposed to and critically analyze juvenile and young adult literature including highly recommended and sometimes controversial books regarding war.
- Identify outstanding authors of juvenile and young adult literature concerning children and young adults and issues relating to war.
- Understand the selection criteria for print and nonprint materials appropriate for juvenile and young adult collections, what constitutes excellence in various genres, and how to evaluate literature for juvenile and young adults.
- Know how to access reviews and professional literature about books and media for children and young adults.
- Provide guidance and reader's advisory to age-appropriate materials that reflect sensitivity to the difficult subject of children, teens, and war.

Teaching method:

Includes reading a variety of material, written assignments, lectures, videos, speakers, small group and teamwork, discussions, booktalks, and presentations.

Research Methods:

5) Content Analysis: a standard methodology in the social sciences and humanities that entails a systematic analysis of the content rather than the structure of any communication, such as a written work, speech, or film, including the study of thematic and symbolic elements to determine the objective or meaning of the communication.

Professional Expectations:

All students in the Program are expected to become familiar with and adhere to the Professional Expectations posted at <http://www.hawaii.edu/slis/students/profexp.html>. A complete list of Professional Expectations is provided at the end of this syllabus.

The instructor as Adjunct Faculty is not on campus full time and so **cannot accept Incompletes (INC)** for this course. **All work must be completed on time as posted on the attached course schedule.** Attendance is CRITICAL. Excused absences are absences in which I am notified through e-mail or by phone call prior to the class session. An unexcused absence will result in the automatic drop in a letter grade. *Communication with me for your absence is your responsibility.*

Please silence your cell phones during class as a courtesy to your instructor and your classmates.

Course Assignments and Grading

Percentage of Grade	Assignments
5%	Class Participation: In-class preparation and discussion.
20%	4 Literature Circles (5% each)
5%	Assignment #1: Personal Reflection
10%	Assignment #2: Number the Stars
10%	Assignment #3: Barefoot Gen/Grave of the Fireflies
10%	Assignment #4: Boy at War and Under the Blood Red Sun
5%	Assignment #5: Paper Clips
20%	Assignment #6: Author Paper and Presentation (10% each)

15%	Assignment #7: Final Paper
100%	TOTAL

Letter grades for the Course:

A+	100-98	B	86-83	C-	72-70
A	97-94	B-	82-80	D+	69-67
A-	93-90	C+	79-77	D	66-63
B+	89-87	C	76-73	D-	62-60

Required Texts:

Walter, Virginia A. (2007). *War and Peace: A Guide to Literature and New Media, Grades 4-8*. Westport, CT: Libraries Unlimited. (Available at the UH Manoa Bookstore).

Aronson, Marc and Patti Campbell, eds. (2008). *War Is...Soldiers, Survivors, and Storytellers Talk About War*. Cambridge, MA: Candlewick Press. (You must purchase this title from your favorite bookseller/it will not be available through the UH Manoa Bookstore due to its recent publication date).

Books the class will read together:

Coerr, Eleanor. (1993). *Sadako*. New York: Putnam.

Coerr, Eleanor. (1977). *Sadako and the Thousand Paper Cranes*. New York: Putnam.

Lowry, Lois. (1989). *Number the Stars*. Boston: Houghton Mifflin Co.

Mazer, Harry. (2001). *Boy At War: A Novel of Pearl Harbor*. New York: Simon & Schuster Book for Young Readers.

Nakazawa, Keiji. (2004). *Barefoot Gen: A Cartoon Story of Hiroshima*. San Francisco, CA: Last Gasp of San Francisco.

Salisbury, Graham. (1994). *Under the Blood Red Sun*. New York: Delacorte Press.

Satrapa, Marjane. (2003). *Persepolis: Story of a Childhood*. New York: Pantheon.

You may choose to purchase the above book titles from your favorite bookseller if you wish (i.e., they will not be made available through the UH Bookstore). The books for the assignments are available in multiple copies from the Hawaii State Public Library System for a three-week loan period and will be required for the assignments in this course. Shared titles for this course have been selected with the understanding that each student will be able to reserve copies throughout HSPLS with little difficulty.

Other reading will be distributed on the first day of class.

Technology Requirements:

In this course, you will be expected to be able to communicate with the instructor and your classmates using your hawaii.edu e-mail account, have access to the internet to search for information online, produce reports on either a Mac or PC word processing program, create presentations using Powerpoint or another presentation application, and use various databases including library online catalogs for the University of Hawaii and for the Hawaii State Public Library System.

Note: If you need reasonable accommodations because of the impact of a disability, please: [1] contact the Kokua Program (V/T) at 956-7511 or 956-7612 in room 013 of the Queen Lili'uokalani Center for Student Services; [2] speak with me privately to discuss your specific needs. I will be happy to work with you and the KOKUA Program to meet your access needs related to your documented disability.

***Class schedule is subject to change**

Session	Readings and Assignments
<p>Day 1--Wednesday January 14</p> <p>Introductions</p> <p>Overview of course and assignments</p> <p>DVD: <i>Devil's Arithmetic</i> (97 minutes)</p>	
<p>Day 2--Wednesday January 21</p> <p>Class discussion on readings</p>	<p><i>War and Peace</i>: Read Introduction and Part 1 – The Right Book for the Right Child at the Right Time pgs. vii-25 and Overview and War as History pgs. 29-60--Pick a passage to discuss. Take notes, bring to class for discussion.</p> <p><i>War Is...Soldiers, Survivors, and Storytellers Talk About War</i>: Read "What I Believe About War" section pages 1-10.</p> <p>Due Assignment #1</p>
<p>Day 3--Wednesday January 28</p> <p>Literature Circle #1</p> <p>Class discussion on readings</p>	<p><i>War and Peace</i>: Read Hope and Glory pgs 61-92</p> <p><i>War Is...Soldiers, Survivors, and Storytellers Talk About War</i>: Read "Deciding About War" section pages 13-26.</p> <p>Read your selected book for Literature Circle #1</p>
<p>Day 4--Wednesday February 4</p> <p>Class discussion on readings</p>	<p><i>War Is...Soldiers, Survivors, and Storytellers Talk About War</i>: Read "Deciding About War" section pages 27-52.</p> <p><i>War Is...Soldiers, Survivors, and Storytellers Talk About War</i>: Read "Experiencing War" section pages 55-75.</p> <p>Read your selected book for Literature Circle #2</p>
<p>Day 5--Wednesday February 11</p> <p>Class discussion on Assignment #2 and readings</p>	<p><i>War and Peace</i>: Read The Consequences of War pgs 93-122</p> <p>Due Assignment #2</p>
<p>Day 6--Wednesday February 18</p> <p>Bombing of Hiroshima and Nagasaki during WWII</p> <p>DVD <i>Grave of the Fireflies</i> (88 minutes)</p> <p>Class discussion on readings</p>	<p><i>War and Peace</i>: Read The Horrors of War pgs 123-148</p> <p><i>War Is...Soldiers, Survivors, and Storytellers Talk About War</i>: Read "A Survivor's Tale" pages 148-152.</p> <p>Read <i>Barefoot Gen: The Day of the Bomb</i></p> <p>Arrange for meetings. Next week is the halfway point of the semester.</p>

Session	Readings and Assignments
<p>Day 7--Wednesday February 25</p>	<p><i>Independent work day. This week we will have short, individualized meetings to discuss your ideas for your final project. No class meeting this week.</i></p> <p><i>Use this week to visit the Arizona Memorial.</i></p> <p>Read <i>Boy at War: A Novel of Pearl Harbor</i></p>
<p>Day 8--Wednesday March 4</p> <p>Discuss Arizona Memorial fieldtrip</p> <p>Literature Circle #2</p> <p><i>Guest speaker Dr. Warren Nishimoto from the UH Manoa Center for Oral History: Hawaii as a sense of place in during WWII. (Pending)</i></p>	<p>DUE: Assignment # 3</p> <p>Read <i>Under the Blood Red Sun</i> by Graham Salisbury</p>
<p>Day 9--Wednesday March 11</p> <p><i>Guest Speaker: Kathy Kawaguchi to speak about the Honouliuli Camp Project. (Date pending).</i></p> <p>Literature Circle #3</p>	<p>DUE: Assignment #4</p> <p>Read your selected book for Literature Circle #3</p>
<p>Day 10--Wednesday March 18</p> <p>Japanese Internment Camps</p> <p><i>Guest Speaker: Dr. Andrew Wertheimer: U.S. Internment camps: History, Literature and Criticism</i></p>	<p><i>War and Peace: Read The American Home Front pgs 149-164</i></p> <p>* Japanese Internment Camps article</p> <p>* Section from V is for Victory</p>
<p>Wednesday March 25</p>	<p>SPRING BREAK!</p>
<p>Day 11--Wednesday April 1</p> <p>Class discussion on readings</p> <p>The Holocaust</p> <p><i>DVD Paper Clips (84 minutes)</i></p>	<p><i>War and Peace: Read Peace and Alternatives to War pgs 165-180</i></p> <p>*Background paper on the Holocaust.</p> <p>*Timeline from Voices of the Shoah</p>
<p>Day 12—Wednesday April 8</p> <p>Literature Circle #4</p>	<p>DUE: Assignment #5</p> <p>Read both Sadako books for Literature Circle #4.</p> <p>*Children’s Statue for Peace Memorial</p>

Session	Readings and Assignments
<p>Day 13—Wednesday April 15</p> <p>DVD <i>Persepolis</i> (1/2 only 45 minutes)</p> <p>Class discussion: What can reading about people from a “foreign” culture teach us? How does having a Middle Eastern protagonist possibly change preconceived thoughts for the reader?</p>	<p>Read <i>Persepolis: Story of a Childhood</i>. Take down notes of your impressions while reading the graphic novel and point out a section that was most poignant to you. We will watch part of the DVD together. Take notes to compare what you read vs. what you saw on screen.</p>
<p>Day 14--Wednesday April 22</p> <p>Guest Speaker Sarah Young Park: Korean and Asian Children’s Literature (pending).</p>	<p>DUE Assignment #6: Author Presentations</p> <p><i>War Is...Soldiers, Survivors, and Storytellers Talk About War</i>: Read “Memories of Vietnam” and “Letters from Vietnam” pages 76-99.</p> <p>*Arn Chorn</p>
<p>Day 15--Wednesday April 29</p> <p>Discussion about 9/11 and what this means to the identity of America and our current and future relationships with the world.</p>	<p>DUE Assignment #6: Author Presentations continued</p> <p><i>War and Peace</i>: Read Bringing it All Together: Two Case Studies. pgs 181-204.</p> <p><i>War Is...Soldiers, Survivors, and Storytellers Talk About War</i>: Read “Women at War,” “Wordsmith at War,” and “In Order to See Beauty in Life, I Had to See Hell” pages 101-147.</p>
<p>Day 16--Wednesday May 6</p> <p>Last Class</p> <p>Evaluations</p>	<p><i>War Is...Soldiers, Survivors, and Storytellers Talk About War</i>: Read The Aftermath of War section from pages 155-194.</p> <p><i>War and Peace</i>: Read Children and War, Children and Peace/Children’s Literature About War and Peace pgs 211-224</p> <p>*Quotes from Peace (Alloy Book)</p> <p>DUE Assignment #7: Final Paper</p>

Guidelines for Assignments:

Discussion for class reading assignments: For each class session, prepare for discussion by picking a quote or passage from your readings that made an impact on you, made you think about things in a different light, or held some truth for you.

Assignments should be typed, single-spaced, 12-point font, 1-inch margins, paginated. Turn in assignments at the beginning of class and bring an extra copy for yourself to use for class discussion.

Assignment #1 2-3 pages	Read <i>War and Peace</i> "Introduction and Part 1 – The Right Book for the Right Child at the Right Time pgs. vii-25." Write down three quotes from the readings or from the class discussion and give your reflections.
Assignment #2 2-4 pages	Read <i>Number the Stars</i> by Lois Lowry. Author Virginia A. Walter writes that the students of her UCLA class read this Newbery Award-winning book when they were in grade school. For many it was their first exposure to the Holocaust and had been the catalyst for them to seek out more about this particular historical event. Examine and discuss the development of several characters in terms of the ideas presented in the <i>War and Peace</i> text chapter "The Consequences of War." Why do you think this book has made such an impact on young readers?
Assignment #3 2-4 pages	Read <i>Barefoot Gen</i>/Watch <i>Grave of the Fireflies</i>. Choose themes from the chapter "The Horrors of War" from the <i>War and Peace</i> text. How do these two stories of the same event reflect "The Horrors of War?" What images were most poignant to you and why?
Assignment #4 2-4 pages	Read <i>Boy At War: A Novel of Pearl Harbor</i> and <i>Under the Blood Red Sun</i>. Both of these titles have been chosen by the children of Hawaii as the winners of the Nene Award: <i>Boy at War</i> in 2007 and <i>Under the Blood Red Sun</i> in 1998. Incorporate what you learned from Dr. Nishimoto's talk about Hawaii as a "sense of place" during WWII and your experience visiting the Arizona Memorial site to discuss how these two novels have left their impression on Hawaii's readers. What do you think are some reasons why these books have connected with Hawaii readers?
Assignment #5 2-3 pages	View DVD Paper Clips. Discuss what this groundbreaking project teaches about diversity and tolerance. Why are these ideas important to share with children and young adults? What was the most interesting thing that you learned from watching this DVD? Use ideas presented in the <i>War and Peace</i> text chapter "Peace and Alternatives to War" and other readings to support your writing.
Assignment #6	Author Talk *See below
Assignment #7	Final Paper: 5-7 pages *See below

Assignment #6: Author Talk

Prepare a 15-20 minute booktalk and presentation which includes information on the author's life, influences, and at least two of his or her books (Juvenile or YA Fiction/Non Fiction). You may choose to work with a partner.

Prepare a one-page handout (double-sided is OK but not mandatory). **Please bring a copy for each person in the class** on the day of your presentation.

Include:

- 1) Author's name
- 2) Sources of biographical material on author
- 3) Bibliographical information on several of his or her books (including publisher and year)
- 4) Bibliographical information on audio-visual materials on the author (if they exist)
- 5) A listing of awards won by the author
- 6) Information on webpages (if they exist).

Authors

James Lincoln Collier	_____
Robert Cormier	_____
Deborah Ellis	_____
Paul Fleishman	_____
M.E. Kerr	_____
Harry Mazer	_____
Walter Dean Myers	_____
Cynthia Rylant	_____
Graham Salisbury	_____
Art Spiegelman	_____
Gloria Whelan	_____
Elie Wiesel	_____
Yoshiko Uchida	_____

Assignment #7: Final paper

You may choose to write a paper illustrating the importance of War and Peace in Children's Literature OR focus on a topic of particular interest to you. We will have the opportunity to meet halfway through the semester to discuss your preference.

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Literature Circles

Literature circles will be done in-class. You will prepare for each literature circle by reading your assigned book and be ready to discuss it with your group. Also bring **one book review** (from School Library Journal, VOYA, Publisher's Weekly, Horn Book, etc). for Literature Circles #1, 2, and #3 on your book to share and discuss with your group.

Literature Circle #1: Two or three students per title (**also bring a book review/one source per student**):

<i>Alia's Mission: Saving the Books of Iraq</i> by Mark Alan Stamaty	_____
<i>Baseball Saved Us</i> by Ken Mochizuki	_____
<i>The Bracelet</i> by Yoshiko Uchida	_____
<i>Faithful Elephants</i> by Yukio Tsuchiya	_____
<i>The Harmonica</i> by Tony Johnson	_____
<i>A Hero and the Holocaust: The story of Janusz Korczak and His Children</i> by David Adler	_____
<i>Hiroshima no Pika</i> by Toshi Maruki	_____
<i>Librarian of Basra</i> by Jeanette Winter	_____
<i>Passage to Freedom: The Sugihara Story</i> by Ken Mochizuki	_____

Patrol: An American Soldier in Vietnam by Walter Dean Myers _____
Pink and Say by Patricia Polacco _____
September Roses by Jeanette Winter _____

Literature Circle #2: Everyone read a book from the Scholastic Series: Dear America, My America, or My Name is America. Two or three students per title **(also bring a book review/one source per student)**

Dear America Titles:

American Revolution

The Winter of Red Snow, The Revolutionary War Diary of Abigail Jane Stewart, Valley Forge, PA 1777
Love Thy Neighbor, The Tory Diary of Prudence Emerson, Green Marsh, Massachusetts, 1774

Civil War

A Light in the Storm, The Civil War Diary of Amelia Martin, Fenwick Island, DE 1861
When Will This Cruel War Be Over? The Civil War Diary of Emma Simpson, Gordonsville, Virginia 1864
I Thought My Soul Would Rise and Fly, the Diary of Patsy, A Freed Girl, Mars Bluff, SC 1865

World War I

When Christmas Comes Again, the WWI Diary of Simone Spencer, NYC to Western Front, 1917.

World War II

One Eye Laughing, the Other Weeping, the Diary of Julie Weiss, Vienna Austria to NY 1938.
My Secret War, the WWII Diary of Madeline Beck, Long Island, NY 1941.
Early Sunday Morning, The Pearl Harbor Diary of Amber Billows, Hawaii, 1941.

Vietnam War

Where Have All the Flowers Gone? The Diary of Molly Mackenzie Flaherty, Boston, MA 1968.

My America Titles:

Five Smooth Stones, Hope's Revolutionary War Diary, Book One, Philadelphia, PA 1776
My Brother's Keeper, Virginia's Civil War Diary, Book One, Gettysburg, 1863

My Name is America Titles:

The Journal of William Thomas Emerson, a Revolutionary War Patriot, Boston, MA 1774.
The Journal of Rufus Rowe, A Witness to the battle of Fredricksburg, Bowling Green, VA 1862.
The Journal of James Edmond Pease, A Civil War Union Soldier, VA 1863.
The Journal of Ben Uchida, Citizen 13559 Mirror Lake Internment camp, California, 1942.
The Journal of Scott Pendleton Collins, A World War II Soldier, Normandy France, 1944.
The Journal of Patrick Seamus Flaherty, United States Marine Corps, Khe Sanh, Vietnam, 1968.

Literature Circle #3: Two or three students per title **(also bring a book review/one source per student):**

Fiction/Memoir

B is for Buster by Iain Lawrence _____
Daniel Half Human and the Good Nazi by David Chotjewitz _____
Diary of a Young Girl : The Definitive Edition by Anne Frank _____
Don't You Know There's a War On? By Avi _____
Farewell to Manzanar by Jeanne Wakatsuki Houston _____
Maus I: A Survivor's Tale: My Father Bleeds History _____
 by Art Spiegelman _____
Milkweed by Jerry Spinelli _____
Private Peaceful by Michael Morpugo _____
Postcards from No Man's Land by Aiden Chambers _____
When My Name was Keoko by Linda Sue Park _____

Non Fiction:

Dear Miss Breed: True Stories of the Japanese American Incarceration During World War II and a Librarian Who Made a Difference by Joanne Oppenheim

Remembering Korea: The Korean War Veterans Memorial
By Brent Ashabrenner

With Their Eyes: September 11th: The View From a High School at Ground Zero ed. By Annie Thomas

Literature Circle #4:

Everyone read *Sadako and the Thousand Paper Cranes* by Eleanor Coerr AND *Sadako* by Eleanor Coerr (illustrated by Ed Young).

Professional Expectations for Library and Information Science Graduate Students at the University of Hawaii

[1.0]

LIS graduate students are responsible for observing the highest standards of intellectual and personal honesty in every aspect of their careers at the University of Hawaii. The University's Student Conduct Code represents a zero tolerance policy, the penalties for academic dishonesty are severe and ignorance is not an acceptable defense. Students are required to be familiar with University policies on academic integrity including:

The University of Hawaii Student Conduct Code

<http://www.manoa.hawaii.edu/students/conduct/> and
http://www.manoa.hawaii.edu/students/conduct/impermissible_behavior.html

The University of Hawaii at Manoa Campus Policies

<http://www.catalog.hawaii.edu/about-uh/campus-policies1.htm>

[2.0]

The field of Library and Information promotes ethical conduct of its members through published codes of ethics and standards of conduct. LIS students as pre-professionals are expected to adopt and to enact these standards and codes in their degree work in classes, written assignments, oral presentations, group work, at internship, practicum and fieldwork sites, and in personal, Internet and phone communications related to their LIS studies. Students are required to be familiar with the ethical guidelines of professional associations including but not limited to the following:

ALA Code of Ethics

<http://www.ala.org/ala/oif/statementspols/codeofethics/codeethics.htm>

Guidelines for Behavioral Performance of Reference and Information Service Providers

<http://www.ala.org/ala/rusa/rusaprotocols/referenceguide/guidelinesbehavioral.htm>

ASIST Professional Guidelines

<http://www.asis.org/AboutASIS/professional-guidelines.html>

Society of American Archivists Code of Ethics

http://www.archivists.org/governance/handbook/app_ethics.asp

[3.0] Principles of Ethical Conduct

[3.1] **Propriety.** Students should maintain high standards of personal conduct in the capacity of identity as a student of the University of Hawaii.

[3.1] **Competence and Growth.** Students should strive to become proficient in academic performance and professional practice, functions, and activities.

[3.3] **Development of Knowledge.** Students should take responsibility for identifying, developing, and fully utilizing knowledge for academic assignments and professional practice.

[3.4] **Scholarship and Research.** Students engaged in study and research should be guided by the conventions of scholarly inquiry and academic integrity. Students must be familiar with and follow the requirements of the course syllabus.

[3.5] **Service.** Students should regard as primary the service obligation to internship, practicum, fieldwork or community sites, as well as to student professional organizations.

[3.6] **Confidentiality.** Students should respect the privacy of information users and hold in confidence all information obtained in the course of professional service at practicum, community internship, and fieldwork sites.

[3.7] **Commitments to Organizations.** Students should adhere to commitments made to practicum, community, internship, and fieldwork sites, as well as to student professional organizations.

[3.8] **Respect, Fairness, and Courtesy.** Students should treat staff, student colleagues, professional and faculty with respect, courtesy, fairness, and good faith in all communication settings, including online, classrooms, group meetings, internship and fieldwork sites, and faculty and departmental offices.

[3.9] **Integrity.** Students should act in accordance with the highest standards of professional integrity to uphold and advance the values, ethics, knowledge, and mission of the profession as outlined in professional codes of ethics and standards of conduct.

Approved by the LIS Faculty on 19 March 2007