English 3367
Prof. Satz
Ethical Implications of Children’s Literature
August 2016
msatz@smu.edu

Texts:

Alexie, *The Absolute True Diary of a Part Time Indian*
Anaya, *Bless Me, Ultima*
DePaolo, *Legend of the Indian Paintbrush*
Erdrich, *Game of Silence*
Erdoes, *American Indian Myths and Legends*
McDonald, *All the Stars in the Sky: The Santa Fe Trail diary of Florrie Mack Ryder*
Mora, *Tomas and the Library Lady*
Schachner, *Skippyjon Jones*
Tripp, *Sunlight and Shadows: A Josefina Classic*
Sendak, *In the Night Kitchen*
Sendak, *Where the Wild Things Are*
White, *Charlotte’s Web*
Wilder, *Little House on the Prairie*
Critical articles on Canvas

Methods of Evaluation: (Students are responsible for all material covered in class whether or not they are present. They are also responsible for all changes made in the syllabus.)

- **class participation** (Students should participate actively in class discussion, and grades will reflect such participation. Thoughtful questions are often as helpful and illuminating as insightful comments.)
- **reading quizzes** (if deemed necessary. We hope not.)

Class Assignments. 30%

- **final 25%**
- **3 papers 15% each**
- **optional additional project (worth potentially 1/3 final letter grade)**

General Information Regarding University Policy:

**Disability Accommodations:** Students needing academic accommodations for a disability must first register with Disability Accommodations & Success Strategies (DASS). Students can call 214-768-1470 or
visit [http://www.smu.edu/Provost/ALEC/DASS](http://www.smu.edu/Provost/ALEC/DASS) to begin the process. Once registered, students should then schedule an appointment with the professor as early in the semester as possible, present a DASS Accommodation Letter, and make appropriate arrangements. Please note that accommodations are not retroactive and require advance notice to implement.

- Religious Observance: Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. (See University Policy No. 1.9.)

- Excused Absences for University Extracurricular Activities: Students participating in an officially sanctioned, scheduled University extracurricular activity should be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work. (University Undergraduate Catalogue)

**Learning Outcomes:**

1. Students will demonstrate their knowledge of a variety of critical techniques by writing an essay employing psychoanalytic, feminist, or sociological criticism to Indian legend.

2. Students will demonstrate their knowledge of the history of gender and racial portrayals in texts and a variety of media by giving a presentation applying this knowledge to a specific book.

3. Students will be able to take a position on censorship of children’s books with a knowledge of the history of that issue.

4. Students will demonstrate the ability to use inter/multi-disciplinary approaches for understanding complex issues.

**Information:**

1. Students should retain a copy of all papers submitted until the end of the semester. All papers are due on the day designated during class time. Papers will be penalized one third of a letter.
grade for every class that they are late. Extensions must be requested prior to the date the paper is due. Your instructor considers herself humane and empathetic but not gullible.

2. Students may avoid a late penalty by submitting their papers before the deadline via e-mail. **However, they are required to submit a hard copy on the next class day.**

3. This course counts toward the minor in Women’s and Gender Studies.

4. Students’s grades will be adversely affected by more than one unexcused class absence.

I) Readers’ Response to Children's Stories and Children’s Psychological Development

Aug 5 W Introduction

6 Th Satz, "Reading My Children"; excerpt from *Ruined by Reading: A Life in Books*, Lynne Sharon Schwartz; excerpt from *Black Boy* - Richard Wright; Mora, *Tomas and the Library Lady*; excerpt from Fraiberg, *The Magic Years*

**Afternoon: Visit to Millicent Rogers Museum**

II) Fairy Tales & Indian Legends


III) Picture Books


11 T **Visit to Santa Fe Museums:** Wheelwright Museum of the American Indian and Museum of International Folk Art: **Paper 2 Due**

IV) Portrayal of Native-Americans and Chicanos/Chicanas and Issues of Censorship
12 W Skippyjon Jones; articles concerning the controversy of the racism of Skippyjon; Interview with Sandra Cisneros (film); My Very Own Room; Kohl, “Should We Burn Babar?”; Little House on the Prairie; In Whose Honor (film)


V) Nature
14 F Visit to Bandelier

VI) Young Adult Material

17 M Absolute True Diary of a Part-Time Indian; McDonald, All the Stars in the Sky: The Santa Fe Trail diary of Florrie Mack Ryder

18 T Bless Me Ultima; Visit with a Curandera; Final