

DEMO – Developing Modernized Curricula on Immigrants' Lives in Israel
585583-EPP-1-2017-1-IL-EPPKA2-CBHE-JP

Course Title	Migration, Minorities and Children's Literature
Name of the teacher	Rawia Hayik
Institution	Sakhnin College
Department	English Department
Year, semester	2018-2019 A & B
Level and Credits	BA– 4
Description of the course	The course connects children's literature and academic readings on migrants and minorities with students' life challenges as members of a minority group in their country. Students are invited to respond to the children's books and readings using reader response strategies that combine arts and connections to self and community. Additionally, they engage in project-based learning through PhotoVoice projects and making films on displacement that create possibilities for reflection on their challenging reality. Such engagements provide a safe space for students to reflect on issues of marginalization, identity, privilege, memory, and aspirations for a better future.
Subjects and readings	<p>1) Introduction, Course Syllabus & Expectations</p> <p>2-3) What's in a Name? Students' Name Stories Children's Literature: <i>The Name Jar</i>, By Yangsook Choi, 2001 https://tinyurl.com/yabhv3wj Reader Response: <i>I Am Poem</i> [A poem about a character in the story: Who s/he is, what s/he wonders, hears, sees, touches, worries, understands, says, dreams & wants, & how s/he pretends, cries, feels, tries, & hopes] Readings: Hatoss A. (2012) Where are you from? Identity construction and experiences of 'othering' in the narratives of Sudanese refugee-background Australians. <i>Discourse & Society</i>, 23(1) 47–68.</p> <p>4-5) Multiple Identities and Identity Construction in the Context of Migration Children's Literature: <i>My Name Is Sangoel</i>, by Karen Williams & Khadra Mohammed, 2009 Reader Response: <i>Connections: Text to Self & Text to World</i> [Expressing how the text connects to the reader & to the community/world] Readings: Valentine, G., Sporton, D., & Nielsen, K. B. (2009). Identities and belonging: A study of Somali refugee and asylum seekers living in the UK and Denmark. <i>Environment and Planning D: Society and Space</i>, 27(2), 234-250.</p>

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	<p>6-7) Identities and Border-Crossing Social Formations <u>Children's Literature:</u> <i>Crow Boy</i>, by Taro Yashima, 1976 <i>This is Me: A Story of Who We Are & Where We Came From</i>, by Jamie Lee Curtis, 2016. <u>Reader Response:</u> <i>Sketch to Stretch</i> [A sketch symbolizing the text] Readings: Brubaker, R. (2005). The 'Diaspora' Diaspora. <i>Ethnic and Racial Studies</i>, 28(1), 1-19.</p> <p>8-9) Ethnic Identity & Theories of Acculturation/Assimilation <u>Children's Literature:</u> <i>Azzi In Between</i>, by Sarah Garland, 2012 <u>Reader Response:</u> <i>Post It Thoughts</i> [Writing quotes from the book on Post-It notes and adding the reader's thoughts on each quotation underneath each.] Readings: Berry, J.W. (1997). Immigration, Acculturation and Adaptation. <i>Applied Psychology: An International Review</i>, 46(1), 5-68.</p> <p>10-11) The Journey in Between: Students' "Journeys" as Minority Members <u>Children's Literature:</u> <i>The Journey</i>, by Francesca Sanna, 2016. <u>Reader Response:</u> <i>Free Writing</i> [Writing a piece of what comes to ones' mind about the text, and then underlining the parts that stand up in the written piece] Readings: Bhabha, H. K. (1994). <i>Between Identities</i>. In: R. Benmayor & A. Skotnes (Eds.): <i>Migration and identity: International yearbook of oral history and life stories</i>, Volume 3. Reyhner, J. (2017). Affirming identity: The role of language and culture in American Indian education. <i>Cogent Education</i>, 4(1), 1340081</p> <p>12-13) Crossing Borders <u>Children's Literature:</u> <i>Stepping Stones: A Refugee Family's Journey</i>, by Margriet Ruurs, 2016. <u>Reader Response:</u> <i>Graffiti Wall</i> [A graffiti wall of sketches, drawings, words, ideas, symbols, shapes, and colors that represent the story] Readings: Cocks, E., & Dix, T. (2012). Creative ESOL: The power of participatory arts in language acquisition. <i>For migrants and refugees</i>, 95.</p> <p>14-15) Challenges in the Lives of Refugees/Minorities <u>Children's Literature:</u> <i>Four Feet, Two Sandals</i>, by Karen Lynn Williams & Khadra Mohammed, 2007. <u>Reader Response:</u> <i>Collage</i> [A visual representation of the text that may include drawings, cut-out pictures, real objects, words, chunks, and symbols.] <u>Children's Literature:</u> <i>The Other Side</i>, by Jacqueline Woodson, 2001 Readings: Amit, K. (2017). Identity, Belonging and Intentions to Leave of First and 1.5 Generation FSU Immigrants in Israel. <i>Social Indicators Research</i>, 1-17.</p>
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	<p>16) Trust Building Workshop (In collaboration with Isabell Schierenbeck, the University of Gothenburg)</p> <p>17-18) Whiteness: Critical Race Theory and Whiteness Studies <u>Children's Literature: <i>I am Rosa Parks</i>, by Brad Meltzer, 2014</u> <u>Reader Response: Double Entry Diary</u> [Writing quotes from the text in the double-entry diary and explaining what each quote reminds the reader of] Readings: Ahmed, S. (2007). A phenomenology of whiteness. <i>Feminist Theory</i>, 8(2). McIntosh, P. (1988). <i>White Privilege: Unpacking the Invisible Knapsack</i>.</p> <p>19-20) PhotoVoice (Participatory Documentary Photography Projects) Readings: Hayik, R. (2018). Through their eyes: Israeli-Arab students speak up through participatory documentary photography projects. <i>Language Teaching Research Journal</i>, 22(4), 458-477. Hayik, R. (2017). Exploring the passers-by's perceptions through the participatory documentary photography tool PhotoVoice. <i>Linguistic Landscape</i>, 3(2), 187-212. Wang, C., & Burris, M. (1997). Photovoice: Concept, methodology, and use for Participatory needs assessment. <i>Health Education and Behavior</i>, 24, 369–387. <u>Project: PhotoVoice</u> [Each student takes photos of challenges in his/her life (hardships, concerning issues, things requiring change, etc...) and writes a reflection underneath the photo.]</p> <p>21) PhotoVoice Presentations [Students' PhotoVoice projects are displayed in the college, and influential figures (policy makers, political representatives, media) are invited to hear the students' voices.]</p> <p>22-23) Immigrants/Minorities in the Media <u>Children's Literature: <i>Amina's New Friends</i>, by Anne O'Brien Carelli, 2013.</u> <u>Reader Response: One Observation, One Surprise, One Connection, One Question</u> [Using four Post-It notes, students write on each, respectively, one observation, one surprise, one connection, one question that come to their mind when reading the text. Then, they hang their notes around the room and discuss them together.] Readings: Quinsaat, S. (2014). Competing News Frames and Hegemonic Discourses in the Construction of Contemporary Immigration and Immigrants in the United States. <i>Mass Communication and Society</i>, 17(4), 573–596.</p> <p>24-25) Voices of the Immigrants/Displaced <u>Children's Literature: <i>Teacup</i>, by Rebecca Young, 2016.</u></p>
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	<p>Readings: Nagar-Ron, S., & Motzafi-Haller, P. (2011). “My life? There is not much to tell”: On voice, silence and agency in interviews with first-generation Mizrahi Jewish women immigrants to Israel. <i>Qualitative Inquiry</i>, 17(7), 653-663.</p> <p>26-27) Narrative Interview and Life Stories <u>Children’s Literature:</u> Haifa and the Seagull, by Tawfiq Fayyad, 2004 (Translated to English by Wajeeh Awad)</p> <p>Readings: Eastmond, Marita. (2007). Stories as lived experience: Narratives in forced migration research. <i>Journal of Refugee Studies</i> 20(2).</p> <p>28) Narratives Of Displacement: Film: “The Sons of Eilaboun”</p> <p>Final Task: Interviewing an immigrant/displaced person (in pairs) & preparing a video clip of the story</p> <p>29-30) Presentations of Displacement Stories/Videos</p>
<p>Teaching methodologies</p>	<ol style="list-style-type: none"> 1. Reading aloud children’s literature 2. Creative reader response strategies 3. Teaching methodologies combining arts, photography, life-interviewing and connections to self & community 4. Engagement in participatory documentary photography projects 5. Interviewing and film making of life stories
<p>Students' assignments</p>	<ol style="list-style-type: none"> 1. Weekly reading & reader responses: 40% of the final mark 2. Interview & film: 30 % of the final mark 3. PhotoVoice project: 30 % of the final mark
<p>Learning outcomes</p>	<ol style="list-style-type: none"> 1. Raised awareness to the experiences of displacement 2. Documenting and getting to know the experiences of older relatives with displacement and/or marginalization 3. Creating a connection between the texts and the students’ personal and social context 4. Gaining skill is participatory documentary photography project named PhotoVoice (Wang & Burris, 1997) 5. Learning a model of addressing issues of minority and displacement in the students' professional activity