

HDFS 736: Youth Development in Community and Policy Contexts

Spring, 2007: Thursdays, 2:45-4:55

448 Human Ecology Building

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Purpose of Course. The purpose of this course is to explore how communities influence the course of youth development in the United States. Our focus will be on the cross-cutting themes of structure, relationship, and participation. Students will also explore how scholarship on youth and community can be used to analyze, inform, and promote good policy and practice. Specific attention will be on schools, community-based programs, and employment markets.

Youth, community, and policy are ambiguous constructs, with meanings that change over historical time and are conceptualized differently across settings and institutions. The second purpose, therefore, is for students to construct their own meanings of these terms, and to apply this understanding to policies, practices, and community issues.

The third purpose is for students to strengthen their ability to communicate one's point of view and to learn collaboratively with others. These competencies are most critical for all professions that create, disseminate, or apply scholarship on youth and community development. Students will, therefore, be given opportunities to take a stand (in the face of ambiguity), articulate positions, and engage in shared learning with their peers.

Readings. The course reader is available at Bob's Copy Shop on University Avenue, 251-2936. These readings are eclectic – empirical studies and syntheses, to non-fiction journalism, to first person narratives. They are chosen to provoke your thinking.

Class Meetings. Class meetings will focus on four types of activities. There will be a short lecture in which I'll present material on key concepts or ideas. We will also spend time discussing a "question of the day" that is posed for each set of class readings. Many classes will have a collaborative learning activity, focused on the readings. I will structure these activities in ways that facilitate the exchange of information and ideas. (We will reflect on these activities so that students can use them in their own future teaching and facilitation). Most importantly, for each class meeting, some students will have submitted short "position outlines." These outlines will be a focus of discussion, commentary, and reflection.

It is expected that students will attend class on time, and will actively participate in discussions. There are three criteria for good participation: being informed on the day's readings, striving to be clear and concise in one's presentation of ideas, and asking questions/responding directly to the views of others in the class.

Position Outlines. Five times during the semester, each student will prepare a “position outline.” A position outline is your chance to identify an issue, take a stand, and defend it.

A position outline is no more than one page. It has a title written as a declarative statement. (“Based on my understanding of the available scholarship, I believe that.”). It then has 4 to 6 bullet points which clarify and/or support your declarative statement. Each bullet point can have a few sentences of further explanation. There should be citation from the assigned readings or other scholarship that you have read. If your idea is informed by your own experience or by an emotional feeling, discuss that also. *Put your name and date on the top of the page. Provide a copy for each student in the class.*

The intent of the position outline is for you to concisely state a point of view, and to defend it with reasoned statements buttressed by scholarship. This is why I ask you to write an outline, not a full text. My hope is that you will spend time reflecting on what your point of view to hone it down, rather than spending your time writing a lot of text.

You can, alternatively, answer the “question of the day.” If you go with this option, put the question of the day as the title, and then follow the directions as above for the position outline.

Final Exam. There are two required books which will be the foundation for the final exam: *On the Rez* (2000), by Ian Frazier and *Fist, Stick, Knife, Gun* (1995) by Geoffrey Canada. Available at Underground Textbooks (251-4444). You will be asked to apply your understanding of youth development and community to the areas (Oglala Sioux reservation in South Dakota; neighborhoods in South Bronx, New York City) described by the authors.

The final exam will likely have two questions, one on theory/analysis and one on policy/program development. The focus will be articulating a reasoned point of view. Total writing will be about 7 to 12 pages, single spaced. The exam will be given out before April 5 (spring break) over the email. Due on May 10.

Community-Based Research. The School of Human Ecology is creating a university-wide “Center for Non-Profits.” A Task Force of university and community stakeholders is guiding the creation of this Center. We will be conducting research for the Center. In general, our aim will be to understand the needs and interests of students and/or community providers and contrast these requests with the courses currently offered by faculty.

Each student will participate in data collection and documentation. The standard will be the time required to conduct three interviews and to write up the primary findings. CBR activities will require between 10 to 15 hours from March 1 to April 12. Class time will be allocated from April 12 to April 26 to collectively analyze the data. We will present to the Task Force on May 3.

Grades. A final grade will be calculated: Class Attendance/Contribution to Discussion (25%); Position Outlines (25%); Final Exam (25%); Community Based Research (25%).

I. Interactions Between Youth and Community (And Methods to Understand Them)

January 25, 2006

Course Overview and Introduction

February 1, 2006

Youth in Community Context

Steinberg, L. (1991). The logic of adolescence. In P. Edelman & J. Ladner (Eds.), *Adolescence and poverty: Challenge for the 1990s* (pp. 19-36). Washington, DC: National Policy Press.

Benson, P. L., Scales, P. C., Hamilton, S. F., & Sesma, A., Jr. (2006). Positive youth development: Theory, research, and applications. In W. Damon & R. M. Lerner (Eds.) & R. M. Lerner (Vol. Ed.), *Handbook of child psychology, Vol. 1. Theoretical models of human development* (6th ed., pp. 894-941). Hoboken, NJ: John Wiley.

Hine, T. (1999). *The rise and fall of the American teenager*. New York: Avon. Introduction: Are teenagers necessary? (pp. 1-9) ; Chapter 1: The teenage mystique (pp. 10-26) ; Chapter 9: Dangerous adolescence (pp. 158-176)

Zeldin, S., & Topitzes, D. (2002). Neighborhood experiences, community connection, and positive beliefs about adolescents among urban adults and youth. *Journal of Community Psychology*, 30, 647-669

Question of the Day: What are the defining elements of the “adolescence” (or teenager or youth) in the United States? How would you describe “adolescence” (or teenager or youth) to a friend who had not studied or worked in the field of human development or community services?

February 8, 2006

The Means and Ends of Scholarship

Boyer, E. L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching.

Rappaport, J. (2005, June). Community psychology is (thank God) more than science. *American Journal of Community Psychology*, 35, 231-238.

Schorr, L. B. (2003). Determining “what works” in social programs and social policies: Toward a more inclusive knowledge base. Manuscript prepared for Annie E. Casey Foundation.

Zeldin, S. (2000). Integrating research and practice to understand and strengthen communities for adolescent development: An introduction to the special issue and current issues. *Applied Developmental Science*, 4(Suppl. 1), 2-10.

Question of the Day: What is “good” scholarship?

February 15, 2006

Observing, Reflecting, and Writing About Practice

Schon, D. (1983). *The reflective practitioner: How professionals think in action*. Basic Books. Chapter 2: From technical rationality to reflection-in-action (pp. 21-69); Chapter 8: The art of managing: Reflection-in-action within an organizational learning system (pp. 236-283)

Camino, L. (2005). Pitfalls and promising practices of youth-adult partnerships: An evaluator's reflections. *Journal of Community Psychology*, 33, 75-85.

Krueger, M. (2005). Four themes in youth work practice. *Journal of Community Psychology*, 33, 21-29.

Gopnik, A. (2006, October 23). Rewriting nature: Charles Darwin, natural novelist. *The New Yorker*, 82(34), 52-59.

Question of the Day: What are the challenges to understanding and writing about community and practice?

II: Youth and Community: Cross-Cutting Themes

February 22, 2006

Development is About Structures, Macro and Local

National Research Council. (1993). Summary. In *Losing generations: Adolescents in high-risk settings* (pp. 1-12). Washington, DC: National Academy Press.

Gutman, L. M., McLoyd, V. C., & Tokoyawa, T. (2005). Financial strain, neighborhood stress, parenting behaviors, and adolescent adjustment in urban African American families. *Journal of Research on Adolescence*, 15, 425-449.

Specter, M. (2006, October 23). The last drop: Confronting the possibility of a global catastrophe. *The New Yorker*, 82(34), 61-71.

Sonn, C. C., & Fisher, A. T. (1998). Sense of community: Community resilient responses to oppression and change. *Journal of Community Psychology*, 26, 457-472.

Katz, P. (1998). What makes a good urban park? In A. Etzioni (Ed.), *The essential communitarian reader* (pp. 183-186). Lanham, MD: Rowman & Littlefield.

Irby, M. A., & McLaughlin, M. W. (1990). When is a gang not a gang? When it's a tumbling team. *Future choices*, 2, 31-39.

Hefner, K. (1988, Summer). The evolution of youth empowerment at a youth newspaper. *Social Policy*, 19, 21-24.

Question of the Day: If you were Queen or King of the community, with absolute power, what types of structures would you create to promote the health of young people?

March 1, 2006

Development is About Relationships

Ross, C. E., & Jang, S. J. (2000). Neighborhood disorder, fear, and mistrust: The buffering role of social ties with neighbors. *American Journal of Community Psychology*, 28, 401-420.

Jarrett, R. L., Sullivan, P. J. (2005). Developing social capital through participation in organized youth programs: Qualitative insights from three programs. *Journal of Community Psychology*, 33, 41-55.

Camino, L. (1995). Understanding intolerance and multiculturalism: A challenge for practitioners, but also for researchers. *Journal of Adolescent Research*, 10, 155-172.

Hirsch, B. (2005). *A place to call home: After-school programs for urban youth*. Washington, DC: American Psychological Association. (Chapter 2: Having fun with friends: A place to be a kid (pp. 23-39); Chapter 7: Building a better second home (pp. 131-139)

Whitlock, J. L., Powers, J. L., & Eckenrode, J. (2006). The virtual cutting edge: The internet and adolescent self-injury. *Developmental Psychology*, 42, 407-417.

Question of the Day: If you were directing a community-based youth program, what types of relationships would you seek to offer young people?

March 8, 2006

Development is About Participation

Zinn, H. (1994). *You can't be neutral on a moving train: A personal history of our times*. Boston: Beacon Press. Growing up class-conscious (pp. 163-182); A yellow rubber chicken: Battles at Boston University (pp. 131-139).

Berkowitz, B. (1996). Personal and community sustainability. *American Journal of Community Psychology*, 24, 441-459.

Bruck, C. (2006, October 30). Millions for millions. *The New Yorker*, 82(35), 62-73.

Zeldin, R. S. (2004). Youth as agents of adult and community development: Mapping the processes and outcomes of youth engaged in organizational governance. *Applied Developmental Science*, 8(2), 75-90.

Eccles, J. S., Midgley, C., Wigfield, A., Buchanan, C. M., Reuman, D., Flanagan, C., et al. (1993). Development during adolescence: The impact of stage-environment fit on young adolescents' experiences in schools and in families. *American Psychologist*, 48, 90-101.

Jocson, K. M. (2006). "The best of both worlds": Youth poetry as social critique and form of empowerment. In S. Ginwright, P. Noguera, & J. Cammarota (Eds.), *Beyond resistance!: Youth activism and community change* (pp. 129-147). New York: Routledge.

Question of the Day: What are the defining elements of participation in terms of promoting positive development? How are these elements the same and different for youth and adults?

Proposed Movie Night: Frontline (2006): The age of AIDS

III. Development in Specific Settings: Integrating Structure, Relationships, and Participation

March 15, 2007

Building Community Through Schools

Ramirez, S., & Dewar, T. (1994). *El Puente Academy for Peace and Justice: A case study of building social capital*. Minneapolis: Rainbow Research.

Fielding, M. (2001). Students as radical agents of change. *Journal of Educational Change*, 2, 123-141.

Mediratta, K. (2006). A rising movement. *National Civic Review*, 95(1), 15-22.

Singer, M. (2003, January 13). Teen beat: What happens when a high-school weekly is the only newspaper in town. *The New Yorker*, 78(42), 40-44, 49.

Meier, D. (2002). *The power of their ideas: Lessons for America from a small school in Harlem*. Boston: Beacon Press.

Question of the Day: If you were principal of a large urban school, what policies would you enact to help students experience a sense of community?

March 22, 2007

Community-Based Programs

Halpern, R., Barker, G., & Mollard, W. (2000). Youth programs as alternative space to be: A study of neighborhood youth programs in Chicago's West Town. *Youth and Society, 31*, 469-506.

Ginwright, S. (2005). On urban ground: Understanding African-American intergenerational partnerships in urban communities. *Journal of Community Psychology, 33*, 101-110.

Roth, J., Brooks-Gunn, J., Murray, L., & Foster, W. (1998). Promoting healthy adolescents: Synthesis of youth development program evaluations. *Journal of Research on Adolescence, 8*, 423-459.

Yates, M., & Youniss, J. (1996). A developmental perspective on community service in adolescence. *Social Development, 5*, 85-111.

Roffman, J. G., Suarez-Orozco, C., & Rhodes, J. E. (2003). Facilitating positive development in immigrant youth: The role of mentors and community organizations. In F. Villarruel, D. Perkins, L. Borden, & J. Keith (Eds.), *Community youth development: Programs, policies, and practices* (pp. 90-118). Thousand Oaks, CA: Sage.

Question of the Day: What are the essential elements of exemplary programming in community-based programs?

March 29, 2007

Employment and Work

Halpern, R. (2005). Instrumental relationships: A potential relational model for inner-city youth programs. *Journal of Community Psychology, 33*, 11-20.

Hamilton, S. F., & Hurrelmann, K. (1994). The school-to-career transition in Germany and the United States. *Teachers College Record, 96*, 329-344.

Kirschenman, J., & Neckerman, K. M. (1991). "We'd love to hire them, but...": The meaning of race for employers. In C. Jencks & P. E. Peterson (Eds.), *The urban underclass* (pp. 203-232). Washington, DC: The Brookings Institution.

Newman, K. S. (1999). *No shame in my game: The working poor in the inner city*. New York: Knopf. Chapter 3: Getting a job in the inner city (pp. 62-85)

Pouncy, H. (2006). Toward a fruitful policy discourse about less-educated young men. In R. Mincy (Ed.), *Black males left behind* (pp. 293-310). Washington, DC: Urban Institute Press.

Question of the Day: What does it take to help youth with high school diplomas (or less) enter successfully into a career trajectory?

IV: Reflecting on Policy and Scholarship

April 5, 2007
SPRING BREAK

If you have not already, begin reading Geoffrey Canada (1995), *Fist, Stick, Knife, Gun* or Ian Frazier (2000), *On the Rez*. They are good reads, easy and thought provoking.

April 12, 2007
Data Analysis for Center for Non-Profits (Class/Dinner at Zeldin's House: 2811 Regent Street; corner of Franklin St.)

We will reflect and begin to make sense of our research for the Center for Non-Profit Organizations. We will brainstorm ideas for our collective presentation to staff and constituencies of the Center.

April 19, 2007
Reframing Policies and Programs for Development: What is the Role of Scholarship, Part I?

Shonkoff, J. P. (2000). Science, policy, and practice: Three cultures in search of a shared mission. *Child Development*, 71, 181-187.

Specter, M. (2006, March 13). Political science: The Bush administration's war on the laboratory. *The New Yorker*, 82, 58-69.

Humphreys, K., & Rappaport, J. (1993, August). From the community mental health movement to the war on drugs: A study in the definition of social problems. *American Psychologist*, 48, 892-901.

Zeldin, S. (2004). Preventing youth violence through the promotion of community engagement and membership. *Journal of Community Psychology*, 32, 623-641.

Question of the Day: What does it take to reframe a policy issue regarding youth?

April 26, 2007

Reframing Policies and Programs for Development: What is the Role for Scholarship, Part II?

Cassidy, J. (2006, April 3). Relatively deprived: How poor is poor? *The New Yorker*, 82(7), 42-47.

Ginwright, S. (2006). Racial justice through resistance: Important dimensions of youth development for African Americans. *National Civic Review*, 95(1), 41-46.

Hogan, K. (2002, April). Pitfalls of community-based learning: How power dynamics limit adolescents' trajectories of growth and participation. *Teachers College Record*, 104, 586-624.

Camino, L., & Zeldin, S. (2006). Bridging research and community practice in the field of youth development through university outreach. In E. G. Clary & J. E. Rhodes (Eds.), *Mobilizing adults for positive youth development: Strategies for closing the gap between beliefs and behaviors* (pp. 177-192). New York: Springer.

Question of the Day: In what ways can scholars have an influence on policy development and implementation?

May 3, 2007

Presentation to Center for Non Profits

May 10, 2007

Class reflection, evaluation, and celebration

Proposed Documentary Nights: February 22 and March 22

There many good documentaries and youth-oriented movies out there. I propose to show two of them: *The Marketing of Cool* (2002) and *The Age of AIDS* (2006). Both analyze quite well the reciprocal relationships between community and youth, and both highlight the role of scholarship in making policy.

We would cut class short a bit, and then watch and discuss the documentaries. A light dinner and popcorn would be provided during the viewing.

