

Community Youth Development in Multicultural America

EDUC 230, 4 credits
SPRING 2018



Instructor: Tina P. Kruse, PhD
Office: Neill Hall 100
Office hours: Tuesdays & Thursdays 11:30-12:30 or by appointment
Email: kruse@macalester.edu
Class time: Tues./Thurs. 9:40-11:10

Course Overview

Young people learn and grow in out-of-school times and spaces as well as in traditional classrooms. Further, developmental theorist Urie Bronfenbrenner's ecological perspective underscores the importance of social contexts in the healthy development of children and youth. This course examines the multiple systems affecting the developmental process of current young people in the U.S., particularly as defined in the field of out-of-school-time education. Assigned scholarly readings, reflective writing, and in-class meetings are complemented by a field placement of the student's choosing. Appropriate field placements will engage students in a variety of youth development capacities, including centers for research and program development, social service organizations, and agencies aimed at improving youth-related policies. Central to the work of this course will be an examination of how current American youth development programs and policies both impact and are impacted by diverse children and youth, focusing on categories of race, ethnicity, gender, sexual orientation, socioeconomic class, and national origin.

Course Readings

Required Texts:

- Malone, H.J., ed. (2018). *The Growing Out-of-School Time Field: past, present and future*. Charlotte, NC: Information Age Publishing.
- Other books and articles as assigned.

Please note:

1. **Accommodations** are available for students with documented disabilities. Contact the Dean of Students office at 696-6220 to make an appointment. Students are encouraged to address any accommodations with me as soon as possible. Additional info. for the accommodations process can be found at www.macalester.edu/studentaffairs/disabilityservices/.
2. This course involves potentially **sensitive topics** that could trigger emotional reactions, especially if your life experience aligns with some of the topics. You are encouraged to look ahead through the syllabus for potential concerns and see me for planning to navigate that material.

Course Requirements

1. **Field Placements** in a youth-focused organization. You are asked to complete 30 hours over the course of the semester in a capacity that makes a significant contribution to a program or agency of your choice.
2. **Reflective writing** via group blogs (450-500 words per entry) will provide a space for you to explore your experience and field learning in relation to course content.
3. **Reading leadership** on an assigned book related to our course material.
4. **Research presentation** on a topic relevant to the field of child and youth development not covered in the readings. The presentation must include a perspective of the cultural influence on the given topic and be based on at least three scholarly sources and one case example.
5. **Midterm exam** will evaluate your understanding of the key topics in the field, primarily informed by the readings and lectures.
6. **A Final project** provides the opportunity to apply your course learning as you imagine an appropriate youth-focused program or initiative.
7. **An Eportfolio** synthesizes your learning across all course elements: field work, class meetings, reading, and research project, as well as integrates your learning in this course with your broader Macalester experience.
8. **Engagement** and participation in all aspects of the course—such as readings, in-class and online discussions, and reflection with peers—is expected and will be assessed. This includes:
 1. Personal Cultural Reflection
 2. In-class peer workshop contributions
 3. Placement Profile one-slide

NOTE: Attendance at each class session is required. If an absence is unavoidable, you are expected to contact your instructor as soon as possible. Missing half of a session will be counted as an absence. As a departmental policy, a minimum of attending 80% of the class meetings is required to pass the course.

Grading Criteria

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| ● Field Placement: | 30% |
| ○ Reflection Entries and responses (20%) | |
| ○ Site Evaluations (10%) | |
| ● Reading Leadership | 15% |
| ● Research presentation | 10% |
| ● Integrating Learning/eportfolio | 10% |
| ● Midterm Exam | 15% |
| ● Create-A-Program | 15% |
| ● Overall Engagement in course | 5% |

Course Schedule

Class Meeting	Topic	Reading/Work due
Jan. 18	Introduction to the course & Positive Youth Development	
Week #1: Jan. 23	“Where & When Children Learn” Bronfenbrenner’s Theory of Ecological Development; Positive Psychology	Malone, Foreword & Ch. 1 “Blurring the lines: Expanding learning opportunities for children and youth” & Bronfenbrenner article (Moodle)
Jan. 25	Placement Planning; Youth in the Twin Cities	Malone, Ch. 2 Guests: Sprockets OST staff
Week #2: Jan. 30	Civic Engagement & Cultural Competence; Plan Reading Groups Taste of Service (11:30-1) in CC	“Enhancing Intercultural Competence”; “What is Cultural Awareness” (Moodle)
Feb. 1	Developmental Assets, Thriving	Malone, Ch. 3 Benson excerpt from “All Kids are Our Kids”; Positive Youth Development (Moodle)
Week #3: Feb. 6	“The American Dream” Equity & Access in OST; Theories of social class and inequality Placement Peer Workshop #1: Creating your Role	Malone section II Personal Cultural Reflection due (moodle)
Feb. 8	OST & the Opportunity Gap	Malone chs. 15 & 16/Blog
Week #4: Feb. 13	OST & Social Emotional Learning	MacVitae page 1-2 due
Feb. 15	OST & Social Emotional Learning	Placement Form due
Week #5: Feb. 20	Book Group 1: Siegel	
Feb. 22	Book Group 2: Lareau	Blog
Week #6:	Book Group: Reeves	

Feb. 27		
March 1	Book Group 3: Putnam	
Week #7: Mar. 6	Book Group 4: Ginwright	
March 8	Essay Exam #1	Blog
Week #8: Mar. 13, 15	SPRING BREAK	Enjoy!

Week #9: Mar. 20	Cultural specificity in OST; Theories of Identity	
March 22	American Indian youth -visit from DIW	One-slide profile due MacVitae page 3 due
Week #10: March 27	Muslim youth in the US; Immigrant and refugee youth in the U.S. -visit from Muniza Lalani, Muslim youth educator Placement Peer Workshop #2: Addressing Challenges	
March 29	Black and Latino youth in the U.S. -visit from Centro	Blog
Week #11: Apr. 3	Youth Engagement; Youth Social Entrepreneurship	YSE report (Moodle) Watch “Changemakers: Teens who Earn & Learn”
April 5	Professional Development in OST	Malone, chs. 7-8
Week #12: Apr. 10	Program Evaluation	Malone ch. 11
April 12	Funding & Quality Placement Peer Workshop #3: Creating Closure	Malone ch. 14

Week #13: Apr. 17	Presentations	
Apr. 19	Presentations	Research papers due (4/19 midnight)
Week #14: Apr. 24	Nest steps for Youth Development & OST	Malone, chs. 18 & 19
Apr. 26	Final Project party!	Project Write-up due
May 4		Share eportfolio with Tina

Reflective blog writing assignments

Each entry should be approximately 450-500 words. They will be assessed on demonstration of thoughtful articulation of **experiences, reactions, insights and inquiries** about the field placements in relation to course learning. EACH entry should describe your experiences at your site as well as connection to course theory (readings, lecture, etc.).

1. **Due Feb. 9:** Think about the process of securing your placement. How has it been similar to or different from what you expected? What have you learned about youth practice simply from exploring and/or contacting the placement sites? If you've begun, how have the early days of your placement been? What are the highlights and challenges? Content: How have you seen evidence to support Bronfenbrenner's model of ecological development? Make specific reference to theory.
2. **Due Feb. 23:** Describe examples of your experiences since your last blog entry. What are the highlights and challenges? Content: How is social emotional learning part of the youth development perspective at your site? What evidence that supports the Siegel or Lareau ideas do you observe? what evidence contradicts? Using evaluation-level thinking, how useful are each of these viewpoints in relation to your own understanding about youth development?
3. **Due March 9:** Describe examples of your experiences since your last blog entry. What are the highlights and challenges? Content: What role does "opportunity" and the "American Dream" have at your site? How is the broader societal context depicted by Reeves and Putnam present in the context of your placement site? How are "hope and healing" (Ginwright) included?
4. **Due March 29:** Describe examples of your experiences since your last blog entry. What are the highlights and challenges? Further, now that the halfway point of the placement has passed, how is your role changing? Look back to the first days and contrast your perceptions: what may have changed? What thoughts/questions remain? What do you hope you will still get to experience in the last month of the placement upon us? Content: Think about your placement in relation to our discussions about cultural specificity. What are the cultural "goals" of your placement site? Are they explicitly stated goals or not? Are they intentional goals or not?
5. **Due April 13:** Describe examples of your experiences since your last blog entry. What are the highlights and challenges? What are any "incidental" learning experiences that have happened to you so far; that is, discoveries that you hadn't expected that may have seemed out of the scope of the placement (for example, interactions among volunteers)? Content: How is authentic youth engagement present or supported at your site? What are some suggestions for improvement, if needed?
6. **Due April 27: Conclusive Self-Reflection:** Begin by reviewing and briefly summarizing your previous posts. Then, compare and contrast your perspective from the early days of the semester: 1. about your role at your placement, 2. your thinking about youth development practice, 3. your knowledge about CYD more broadly. Share your own key "take-homes" with your blog-mates.

NOTE: Blog Group Responses are due on the Fridays between the above due dates.

CYD Research presentation

The Question

Address a Question about the assigned/chosen topic and its relevance to Youth Development (question due in advance)

Use *at least 3* scholarly sources to answer your designated question, including coverage of the following course issues:

1. How is Positive Youth Development and/or Community Youth Development included in the foci of your chosen readings? Does the literature available seem to be more deficit- or asset-focused?
2. Where in Bronfenbrenner's ecological theory of development does your topic seem to best fit?
3. Are there culturally-specific factors at play? Or a more "universal development" focus?
4. Is societal context included? How are issues of class, identity and/or social power structures addressed in the readings?

The Presentation

Using a visual presentation (powerpoint, google slides, etc), answer the following:

1. Topic: What is your primary question here?
2. Methods: How is your topic addressed in the articles reviewed (definition, theoretical framing, wording, etc.)? What type of research methods are used? What are the key findings?
3. Next steps: What should be the future research on the topic?
4. In Practice: 1-2 case examples from the field (local or other region). Use short case study style, as exemplified in the assigned readings of this course
5. Conclusions: What are the answers to the initial question.

Assessment

Your peers and I will help to evaluate your presentation using the rubric on Moodle.

Integrating Learning Assignment: eportfolio/MacVitae Contents

Page 1: "Home": Images and words of your choosing. Like a book cover

Page 2: "About me": Photos and description of "you" at this point in time. Can include Cultural Reflection, if desired.

Page 3: "Practical Experience": Your CYD Field placement One-slide & any other experiences you'd like to include. Include your "Conclusive Self-Reflection"

Page 4: "Learning at Macalester": Reflection on the College Learning Goals via this class & any others you'd like to include

Reading Leadership process

Your mission: Work with your group to teach our class the key concepts of your chosen book in connection with this course's material. Objective: *help us to better understand the broader context of community youth development today in the U.S. via interdisciplinary perspectives.*

How-to:

- Read your identified book in conjunction with your groupmates in advance of the assigned book presentation date.
- You will have 60 minutes of the designated class period to lead the learning. Work with your groupmates in advance to determine how best to use that time. (Hint: some combination of presentation and discussion is ideal. Make sure your instructional style keeps your classmates actively engaged!). If you need any materials copied beforehand, just let me know.
- This assignment will be assessed by your groupmates, your classmates, and myself based on how well book concepts are shared and connected to this class.
- Resist the urge to critique the book! You may state "limitations," but maintain a constructive focus on the relevant material.

Rules:

- Every member of the group must be actively involved (i.e., speaking, sharing in leadership, etc.).
- You must cover the overarching concepts in the book AND relate it to our course themes and topics.
- You may certainly ask me for help or clarification as you prepare!
- You should not spend an extraordinary amount of time preparing or meeting in advance.
- Have fun with this interesting interdisciplinary and important material!

Final Assessment: “Create a Program”

Design an out-of-school-time, youth-focused program that demonstrates your mastery of the many facets of community youth development. This is a cumulative final!

Your assignment is two-fold:

1. Produce a **one-page flyer** or brochure aimed to advertise your program to stakeholders (due on paper copy for last class period).
2. Prepare a **written description** of your program that addresses the CYD topics, point by point, as delineated below (due on Moodle during Finals Week).

Written Description must include detailed responses to each of these, including your reasoning and course references (textual or in-class material). Be imaginative...yet, grounded in reality!

1. Name of Program
2. Brief overview of structure
3. Location: geographical and organizational
4. Target population, including how you’ll define “youth”
5. Consideration of natural process of development (age)
6. Guiding principles from positive youth development relevant to this program
7. Primary program focus
8. Embedded curriculum
9. Logic model or theory of change
10. Key external influences
11. Neighborhood considerations
12. Community partnerships
13. Plans to leverage family strengths
14. Role of capital: economic, social, cultural, human
15. Culturally specific practices
16. Youth engagement approach/youth-centeredness
17. Program evaluation approach
18. Key stakeholders, including probable funding sources