

Education 8348
Youth Development in Communities and Schools

Prof. Ben Kirshner
Wednesdays, 9:00 – 11:30 am, Room 134
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Overview

This course is for graduate students who are interested in adolescent development and/or who are planning to conduct research with adolescents. The course will begin by reviewing the central developmental tasks of adolescence, including: identity, forming a worldview, forming relationships, exercising agency, and overcoming adversity. We will then examine different contexts of development, such as schools, youth organizations, and work, and how they support (or don't support) the accomplishment of developmental tasks. The major assignment for the course will be a research project developed in partnership with a local youth-serving agency. The purpose will be for students to practice a "scholarship of engagement," characterized by projects that help students learn more about a topic while also meeting the needs of research participants.

Students will:

- learn about central developmental tasks in adolescence;
- learn how different social contexts influence youth development;
- formulate ideas about a scholarship of engagement;
- learn how to observe and write about development in real world settings.

Course Virtues

- **Intellectual curiosity.** Be open to new ideas; ask questions when you're not sure you understand; reflect on what you are learning; try thinking about things in new ways.
- **Analytic thinking.** Look for hidden assumptions in readings; compare and contrast theoretical perspectives; check theoretical ideas against your own experience; notice inconsistencies in arguments; entertain counter-arguments.
- **Effort.** Complete readings before class; give careful thought to writing assignments; proofread writing before turning it in; give yourself time necessary to do a task well; meet assignment deadlines; participate in discussions; attend class.
- **Collaborative learning.** Be respectful towards other students' ideas, especially when you disagree; participate in discussions and small group tasks; ask for clarification; address your comments and questions to each other as much as to the instructor; learn from each other.

Assignments

- Class participation (10 points)
- Two reading responses (15 points)
- Fieldwork (25 points)
- Final paper (35 points)
- Research presentation (10 points)
- Scholarship of engagement joint document (5 points)

Explanation of Assignments

- Class participation (10 points): This course includes a mixture of mini-lectures, discussions, and group activities. Its success depends on your willingness to share opinions and engage in thoughtful discussion. The class participation grade is based on your participation in discussions, attendance, and leading a discussion/activity about a reading on either 3/22 or 4/12. (You will sign up in groups of two or three to lead a discussion of one article on one of those two days; discussion plans should be emailed to me by the prior Monday at noon).
- Two reading responses (15 points total): Prompts to be handed out in class. Responses should be 2 pages double-spaced.
 - Response #1 (7 points): based on readings for 1/25 and 2/1.
 - Response #2 (8 points): based on readings for 2/8, 2/15, and 2/22.
- Fieldwork (25 points): A major assignment for the course is research fieldwork developed in partnership with a local youth-serving agency. Students are expected to meet with the host agency representative to formulate a project that is mutually engaging. (Guidelines for this meeting will be handed out in class). During the semester you will be expected to bring in one field note sample and one analytic memo (see “Calendar” below). In terms of fieldwork expectations, students will be expected to get to know a group well enough to write confidently about it. Fieldwork should include*:
 - 1 initial meeting to decide on parameters of project
 - 5-8 observations of regular activities of the partner agency
 - 1-2 focus group discussions with partner agency participants
 - Document analysis (brochures, program materials, etc.)

*If host agency has alternative goals for your project that appeal to you (such as analyzing existing data), or their scheduling is unconventional, we can arrange a different set of expectations.
- Scholarship of engagement joint document (5 points): Throughout the course we will engage in ongoing, collaborative reflection about the meaning and purpose of a “scholarship of engagement.” The class as a whole will be expected to craft a brief statement that summarizes our notion of what we think this concept means, its promise and its challenges. Due at end of class 4/26.
- Final report (35 points, 12-15 pages): Your final report will synthesize what you learned in course readings with what you learned during your fieldwork. You are also expected to draw on 3-5 readings from outside the syllabus to deepen your analysis. You should write it with a general audience in mind (i.e., your academic colleagues as well as your host agency). It can be in one of several formats, including: an assessment of what you think youth participants are learning; a proposal for a program innovation; or a proposal for a new evaluation design.

Regardless of the specific goals and format you select for your paper, it should include the following:

- Describe the research question(s) that guides your work
 - Describe the setting and participants
 - Identify and define the “developmental task(s)” you are addressing in your paper (e.g., peer relationships, civic participation, identity development, etc.). Discuss what researchers know about this task by drawing on 3-5 syllabus readings and 3-5 outside readings.
 - Describe fieldwork activities and sources of data (# of observations)
 - Discuss what you learned from your observations and/or what you propose for the partner organization
- Research presentation and meeting (10 points): Students will be expected to present their findings at a final meeting attended by students and representatives from host agencies. As a group we will decide how to do this—whether as a series of individual presentations, a group presentation that synthesizes findings across sites, an interactive discussion, or some combination of the above. Either way, you will be expected to design the format and prepare for it in advance.

Calendar for fieldwork and final project deadlines

Due date	Project element	Credit
Friday, 1/20	Email top three research site preferences. (Roster of host agencies will be handed out in class on 1/18). If already working with an organization, email name of organization and brief description of proposed project.	
1/25	Web-based Human Research Committee tutorial completed; turn in documentation.	5 points
1/25 - 2/8	During this time you will meet with your partner agency. On Wed., 2/8, turn in project agreement form with brief description of organization. (Guidelines to be provided).	5 points
3/1	One set of typed field notes turned in and shared with colleagues.	5 points
3/15	Reflective analytic memo (4 pages): This is an analysis of what you’re seeing and learning at your site: a conceptual “rough draft” for your final report.	10 points
4/5	Bring 2-3 questions or challenges related to data analysis or writing (for discussion in class)	
Friday, 4/14	Rough draft of report (send by email). This will serve as basis for conference with me.	
4/19	Conferences to discuss papers (20 minutes).	
5/4	Presentation to host agencies	10 points
5/10	Final report (12 – 15 pages)	35 points

Attendance policy

Missed classes will affect your grade. Students who must miss class should inform me in advance, if possible. Absences due to emergencies will be excused. Students who miss class are responsible for assignments listed on the syllabus and any assignments announced in class.

Policy regarding late assignments

It is essential that you complete and turn in assignments on time because they are designed to build on one another and they will form the groundwork for our class discussions. Late assignments will be accepted only if you have received approval in advance from the professor.

Reasonable accommodation

Disability: If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services early in the semester so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities. To contact Disability Services, call (303) 492-8671 or view www.colorado.edu/sacs/disabilityservices.

Religious Obligations: University policy is for teaching faculty to make every effort to accommodate all students who, because of religious obligations, have conflicts with scheduled exams, assignments, or other required attendance, provided they notify instructors well in advance of the scheduled conflict. Whenever possible, students should notify faculty at least two weeks in advance of the conflict to request special accommodation. The campus policy can be viewed at www.colorado.edu/policies/fac_relig.html.

Student Honor Code: A Student Honor Code system has been implemented in all schools and colleges and students should be familiar with these new policies and procedures. You can view the honor code information at www.colorado.edu/academics/honorcode/.

Sexual Harassment Policy: The University of Colorado Policy on Sexual Harassment applies to all students, staff and faculty. Sexual harassment is unwelcome sexual attention. It can involve intimidation, threats, coercion, or promises or create an environment that is hostile or offensive. Harassment may occur between members of the same or opposite gender and between any combination of members in the campus community: students, faculty, staff, and administrators. Harassment can occur anywhere on campus, including the classroom, the workplace, or a residence hall. Any student, staff or faculty member who believes s/he has been sexually harassed should contact the Office of Sexual Harassment (OSH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the OSH and the campus resources available to assist individuals who believe they have been sexually harassed can be obtained at: <http://www.colorado.edu/sexualharassment/>

Course Schedule*

**Please note that, although a lot of preparation has gone into this reading list, a few new readings may be substituted based on issues that emerge during class discussions. If so, this decision will be made and communicated at least one week in advance of the course meeting in question.*

Week	Topic	Readings	Assignments
Unit 1: Developmental tasks in adolescence			
1/18	Intro to course		Email agency preferences or project proposal to Ben by 1/20
1/25	Identity (Erikson)	<p>Erikson, selections from <i>Identity: Youth and Crisis</i>, pages 91-96; 128-135.</p> <p>Case study of Jean, “Someday my elders will be proud,” p. 25-37.</p> <p><i>Choose one:</i> <i>(For in-depth introduction to Erikson’s theory)</i> Kroger, “Adolescence as identity synthesis: Erikson’s psychosocial approach,” 13-46.</p> <p><i>(For interpretation of theory that presupposes familiarity with Erikson)</i> Penuel & Wertsch, “Vygotsky and identity formation: A sociocultural approach,” 83-92.</p> <p><u><i>Additional references (optional)</i></u> <i>Arnett, Adolescent identity, 175-180.</i></p>	Web-based HRC tutorial completed
2/1	Developing a complex, more abstract understanding of the world	<p>Background reading on Piaget’s description of cognitive changes in adolescence: Cole & Cole, p. 666-674.</p> <p>Inhelder and Piaget, selection from “Adolescence,” p. 334-342.</p> <p>Damon chapter on Lawrence Kohlberg’s theory of moral development, 271 – 285.</p>	Response paper #1
2/8	Forming relationships; connecting with peers	<p>Way, selections from <i>Everyday courage: The lives of urban youth</i>, p. 1-28, 112-144.</p> <p>Kirshner, field report for O.N.E. project</p>	Project agreement and description completed

2/15	Exercising agency, contributing to communities	Youniss & Yates, "Social-historical identity: A theoretical framework for service," pages 20-37 Zeldin, Camino and Calvert, "Toward an understanding of youth in community governance," p. Larson & Hansen, "The development of strategic thinking in a youth activism program," p. 1-23.	
2/22	Resilience/ Overcoming Adversity	Noam, "High risk youth: Transforming our understanding of human development," p. 1-17. Screen film for discussion in class: <i>Running on Empty</i> Taylor, "Risk and resilience: Contextual influences on the development of African-American adolescents," p. 119-130. Masten, "Resilience in individual development."	Response paper #2
Unit 2: Contexts of development			
3/1	Contexts: School I	Eccles et al., "Development during adolescence: The impact of stage-environment fit...", p. 90-101. McDermott & Varenne, "Adam, Adam, Adam, and Adam: The Cultural Construction of a Learning Disability," p. 25-44.	Typed field notes due
3/8	Contexts: Youth organizations	Eccles & Gootman, "Features of Positive Developmental Settings," p. 86-118. Deutsch & Hirsch, "A place to call home," 293-320. Flores-Gonzalez, N., Rodriguez, M., & Rodriguez-Muniz, M. (in press). From hip-hop to humanization: Batey Urbano as a space for Latino youth culture and community action. 175-195..	

3/15	Cultural Contexts & Methods	<p><u>Culture, resistance, and identity</u></p> <p>Dehyle, D. (1998). From break dancing to heavy metal: Navajo youth, resistance, and identity. <i>Youth and Society</i>, 30(1), 3-31.</p> <p>Chandler, MJ & Lalonde, CE (1998). Cultural Continuity as a hedge against suicide in Canada's First Nations. <i>Transcultural Psychiatry</i>, 35(2), 193-211 Can be found at: http://web.uvic.ca/~lalonde/manuscripts/1998TransCultural.pdf</p> <p><u>Methods</u></p> <p>Erikson, F. (1986). Pages: 119-122; 139-161. Qualitative methods in research on teaching. In M.C. Wittrock (Ed.), <i>Handbook of research on teaching</i> (3rd ed). New York: Collier Macmillan.</p> <p>MacLeod, J. (1996). On the making of <i>Ain't No Makin' It</i>. In A. Larean and J. Shltz (Eds.). <i>Journeys through ethnography: Realistic accounts of fieldwork</i>.</p> <p><u>Recommended for both topic areas</u>—(good example of using data; also, interesting take on resistance)</p> <p>Nasir, "Halaling" the child: Reframing identifies of resistance in an urban school, <i>Harvard Education Review</i>, 74(2), 153-174.</p>	Be prepared to ask questions of panel
3/22	Workplace	Rose, selections from <i>The Mind at Work</i> : Introduction (xiii – xxxiv); Ch. 3: The Intelligence of Plumbing, pp. 56–66; Ch. 5: Reflective Technique, pp. 100–116.	Reflective analytic memo (4 pages)
3/29	SPRING BREAK	NO CLASS	
4/5	Leisure; unregulated time	<p>Shaffer et al., "Video games and the future of learning," p. 1-21.</p> <p>Moje, "'To be part of the story': The literacy practices of gangsta adolescents," p. 651-690.</p>	*Student discussion leaders

4/12	Contexts: School II	Macquillan, "A comparative analysis of student empowerment," p. 639-670. Morrell & Duncan-Andrade, "What they do learn in school: Hip-hop as a bridge to canonical poetry," p. 247-268. <i>Additional references (optional)</i> What Kids Can Do: "Fires in the bathroom," http://www.whatkidscando.org/Firesinthebathroom.pdf During part of class: Sketch out plan for meeting	*Student discussion leaders Rough drafts due Friday 4/14
4/19	No Class: Conferences to discuss papers	No assigned readings; use this opportunity to meet with Ben and to complete readings from outside of the syllabus for final project.	
4/26	Tying things together	McLaughlin & Heath, "Casting the self: Frames for identity and dilemmas for policy," p. 210-239. Ansley & Gaventa, "Researching for democracy & democratizing research," p. 46 – 53. <u>Tasks</u> Complete scholarship of engagement document Finalize plan for meeting	Scholarship of engagement joint document due
5/3	Meeting with host agency representatives	<i>Meet in room 332.</i>	Research presentation
5/10		FINAL PAPER DUE	

Reference information

- Ansley, F. & Gaventa, J. (1997). Researching for democracy & democratizing research. *Change*, Jan/Feb, 46 – 53.
- Cole & Cole, chapter 16; *The Psychological Achievements of Adolescence* (same chapter as EDUC 4112).
- Damon, W. (1983). *Social and personality development: Infancy through adolescence*. New York: Norton.
- Deutsch, N., & Hirsch, B. (2002). A place to call home: Youth organizations in the lives of inner city adolescents. In T. Brinthaupt, & R. Lipka (Eds) *Understanding early adolescent self and identity: Applications and interventions*. (pp. 293-320). Albany, NY: State University of New York Press.
- Eccles & Gootman (2002). Chapter 4 from *Community Programs to Promote Youth Development*. Washington, DC: National Academies Press. Chapter 4 ("Features of Positive Developmental Settings") can be retrieved from <http://www.nap.edu/books/0309072751/html/>

- Eccles, J. S., Midgley, C., Wigfield, A., Buchanan, C. M., & et al. (1993a). Development during adolescence: The impact of stage environment fit on young adolescents' experiences in schools and in families. Special Issue: Adolescence. *American Psychologist*, 48(2), 90-101.
- Erikson, E. (1968). *Youth and Crisis*. New York: Norton.
- Flores-Gonzalez, N., Rodriguez, M., & Rodriguez-Muniz, M. (in press). From hip-hop to humanization: Batey Urbano as a space for Latino youth culture and community action. In S. Ginwright, P. Noguera, & J. Cammarota (Eds.) *Beyond resistance: Youth activism and community change: New democratic possibilities for policy and practice for America's youth*. Oxford, UK: Routledge.
- Garrod et al., (2005). *Adolescent Portraits*. Case 2: Someday my elders will be proud.
- Inhelder B. & Piaget, J. (1958). *The growth of logical thinking from childhood to adolescence*. New York: BasicBooks. Chapter 18: Adolescent Thinking (pp. 334-350).
- Kroger, J. (1996). *Identity in adolescence: The balance between self and other*. London: Routledge.
- Larson & Hansen. (in press). The Development of Strategic Thinking. *Human Development*.
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- McLaughlin & Heath, Casting the self: Frames for identity and dilemmas for policy, p. 210-239. In *Identity and Inner-City Youth*.
- McQuillan, P. J. (2005). Possibilities and pitfalls: A comparative analysis of student empowerment. *American Educational Research Journal*, 42(4), 639-670.
- Moje, E. (2000). "To be part of the story": The literacy practices of gangsta adolescents. *Teachers College Record*. 102 (3).
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- Nasir, "Halaling" the child: Reframing identifies of resistance in an urban school," *Harvard Education Review*, 74(2), 153-174.
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- Rose, M. (2004). *The Mind at Work*. New York, Plenum Press.
- Shaffer et al., Video games and the future of learning <http://www.academiccolab.org/resources/gappspaper1.pdf>
- Taylor, R. (1994). Risk and resilience: Contextual influences on the development of African-American adolescents. In M. Wang and E. Gordon (Eds.) *Educational Resilience in Inner-City American*. Hillsdale, NJ: Erlbaum Associates. Pp. 119-130.
- Way, N. (1998). *Everyday courage*. New York: New York University Press. Pages: 1-28, 112-144.
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- Zeldin, S., Camino, L., & Calvert, M. (2003). *Toward an understanding of youth in community governance: Policy priorities and research directions*. Ann Arbor, MI: Society for Research in Child Development (Social Policy Report series).