

**Community and Regional Development 198/ 147**  
**Youth/ Community Development:**  
**Spring 20162**

Class times: Tues/ Thurs 2:00-4:00pm  
Haring Hall 1204

Professor: Jonathan London  
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Office hours: Thursdays 10am-12 pm  
*or by appointment*  
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Hart Hall # \_\_\_\_\_



[http://www.ran.org/what\\_do\\_immigrant\\_rights\\_have\\_to\\_do\\_with\\_the\\_youth\\_climate\\_movement](http://www.ran.org/what_do_immigrant_rights_have_to_do_with_the_youth_climate_movement)

### **Course Description**

This upper-division undergraduate course is intended to help students develop a critical understanding of the ways that community settings influence youth well-being and how youth can serve as agents of community change.

The course will examine youth well-being as an indicator of broader community well-being and explore the inter-dependencies between the two. It will assess the proposition that goals of social equity on a community, metropolitan or regional scale cannot be achieved unless disparities in youth well-being are also addressed. Drawing from the fields of youth development, youth organizing, as well as community development, this course will help students reflect on their own adolescent experiences and the places in which these played out and to develop strategic interventions in improving communities for all young people. It will draw on readings from innovative thinkers in community youth development, guest speakers from cutting edge youth development and youth organizing groups in California, and a final group project-based learning assignment on youth leadership in a diversity of social movements.

This course has three basic learning goals.

1. To introduce students to a broad range of perspectives on community/ youth development from the academic literature and practitioner/ activist sectors.
2. To build students' understanding of the role of youth in social movements around the country and the world.
3. To deepen students' critical reflection on their life experiences in a community development and change perspective

## Course Expectations

**Readings.** Class readings form the backbone of the course, providing the structure on which our class discussions and your out-of-class assignments will be developed. Therefore, you are expected to have read all the assigned readings for each class, and come prepared to engage in a thoughtful discussion on them. Some class sessions will begin with a short period of small group discussion to synthesize the key points, concepts, and terms from the readings, and to develop questions to guide the full class discussion.

- Please note: Course texts are on the course Smart Site organized for each week.
- Many week reading sections also include links to relevant websites. Please browse these and pick out readings, projects, resources, or links that are most relevant to your project.

**Classroom Community:** This class is a learning community, and will function best if we all agree and abide by principles of reciprocity, fairness and compassion, and collaboration. We will set mutual agreements in the first class session, but these will include:

- Respect—Give undivided attention to the person who is speaking (professor and classmates)
- Nonjudgmental approach—We can disagree with another person's point of view without putting that person down.
- Openness: Avoid assigning intentions, beliefs, or motives to others.
- Sensitivity to diversity—We will remember that people in the class may differ in cultural background, sexual orientation, and/or gender identity or gender expression and will be careful about making insensitive or careless remarks.

<b>Date</b>	<b>Theme</b>	<b>Readings/ Activities</b>
<b>3/29</b>	Introductions/ Course Overview	No readings  Introduction to goals, structure, expectations of course, to instructor, to each other  Defining our terms: youth, community, community development, youth/community development, social movements
<b>3/31</b>	Locating Youth Disparities and Well-being I	Explore Putting Youth on the Map: <a href="http://interact.regionalchange.ucdavis.edu/youth/">http://interact.regionalchange.ucdavis.edu/youth/</a> <b>Guest Lecturer: Sergio Cuellar, Center for Regional Change</b>  <i>Meet in Project Teams (based on Student Survey)</i>

4/5	Locating Youth Disparities and Well-being II	<p><b>Guest Lecturer: Dr. Nama R. Budhathoki, Executive Director: Kathmandu Living Labs</b>  <a href="http://www.kathmandulivinglabs.org/">http://www.kathmandulivinglabs.org/</a></p> <p><i>Meet in Class Project Teams</i></p>
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1. 4/7	Youth Organizing I	<p>Kristen Zimmerman. <i>Bringing it Together: Uniting Youth Organizing and Services for Long-term Sustainability</i></p> <p><b>Guest Lecturer: Kristen Zimmerman</b></p>
2. 4/12	Youth Organizing II	<p>Daniel Hosang, "Beyond policy: Ideology, race and the reimagining of youth." In <i>Beyond resistance: Youth activism and community change</i>.</p> <p>Shawn Ginwright: Building a Pipeline for Justice: Understanding Youth Organizing and the Leadership Pipeline</p>
3. 4/14	Conservative/ Right-Wing Movements	Blazak, Randy. "White Boys to Terrorist Men Target Recruitment of Nazi Skinheads." <i>American Behavioral Scientist</i> 44.6 (2001): 982-1000.
4/19	<b>Short Paper Due</b>	<b>Submit on Smart Site by 12pm</b>
4/19	Youth and Environmental Justice Organizing	Kristen Zimmerman: <i>ReGeneration</i>
4/21	Youth Organizing for Education Equity	<p><i>Youth Organizing for Education Reform Special Issue of Voices in Urban Education</i></p> <ul style="list-style-type: none"> <li>- Michelle Renée: The Growing Field of Youth Organizing for Educational Justice</li> <li>- Charles A. McDonald, Jaritza Geigel, and Fred Pinguel: The Role of New Media in Youth Organizing for Educational Justice</li> </ul>
4/26	Educational Equity II	- Shawn Ginwright and Julio Cammarota: Youth Organizing in the Wild West: Mobilizing for Educational Justice in Arizona!
4/28	Juvenile Justice	Wright, Dana. "¡ Escuelas, Si!; Pintas, No! (Schools, Yes! Prisons, No!) Connecting Youth Action Research and Youth Organizing in California."
5/3	Race/ Police/ Violence	Readings TBA

		<ul style="list-style-type: none"> <li>• <a href="http://www.theguardian.com/world/2015/jul/19/blacklivesmatter-birth-civil-rights-movement">http://www.theguardian.com/world/2015/jul/19/blacklivesmatter-birth-civil-rights-movement</a></li> <li>• <a href="http://blacklivesmatter.com/">http://blacklivesmatter.com/</a></li> <li>• <a href="http://www.newyorker.com/magazine/2016/03/14/where-is-black-lives-matter-headed">http://www.newyorker.com/magazine/2016/03/14/where-is-black-lives-matter-headed</a></li> </ul>
4. 5/5	Lesbian-Gay-Bisexual-Transgender-Intersex-Questioning Youth Organizing	<p>Plaster, Joey. "Imagined Conversations and Activist Lineages Public Histories of Queer Homeless Youth Organizing and the Policing of Public Space in San Francisco's Tenderloin, 1960s and Present."</p> <p>Cohen, Stephan. "Liberationists, clients, activists: Queer youth organizing, 1966–2003." <i>Journal of Gay &amp; Lesbian Issues in Education</i> 2.3 (2005): 67-86.</p>
5. 5/10	Immigrant Rights	<p>Sharon Knox. Youth as Change Agents in Distressed Immigrant Communities</p> <p><a href="http://undergroundundergrads.com/">http://undergroundundergrads.com/</a>  <a href="http://promigrant.org/showDiary.do?diaryId=614">http://promigrant.org/showDiary.do?diaryId=614</a></p> <p><b>Guest Speaker: Brandon Louie (invited)</b></p>
6. 5/12	Campus Sexual Violence	<p>Ikeda, Naoko, and Emily Rosser. "You Be Vigilant! Don't Rape! Reclaiming Space and Security at York University." <i>Canadian Woman Studies</i> 28.1 (2010).</p>
7. 5/17	Occupy	<p>Reimer, Mavis. "" It's the kids who made this happen": The Occupy Movement as Youth Movement." <i>Jeunesse: Young People, Texts, Cultures</i> 4.1 (2012): 1-14.</p> <p>Giroux, Henry A. "The occupy movement meets the suicidal state: Neoliberalism and the punishing of dissent." <i>Situations: Project of the Radical Imagination</i> 5.1 (2013).</p>
5/24	Going Global I	<p>Skinner, Julia. "Social media and revolution: The arab spring and the occupy movement as seen through three information studies paradigms." <i>Working Papers on Information Systems</i> 11 (2011): 169.</p>
5/19	Going Global II	<p>Mica Pollock, Using and Disputing Privilege: Young US Activists Struggling to Wield "International Privilege; in Solidarity</p>

<b>5/26</b>	Youth as culture workers	Guest Lecture: Fong Tran (invited) <a href="http://www.youthspeaks.org/">http://www.youthspeaks.org/</a>
<b>5/31</b>	Project Work Day	Consultations with professor/ TA  Work in Project Teams
<b>6/2</b>	Final Presentations	In Class
<b>6/7</b>	Final Presentations	<b>→ NOTE TIME: 10:30-12:30</b> (Finals Slot)
<b>6/9</b>	<ul style="list-style-type: none"> <li>• Final Papers Due</li> <li>• Final Projects Due</li> </ul>	Submit on Smart Site

## Assessment/ Assignments

### **1. Class participation (10 points)**

Learning is an interactive process, -- and especially for a course on organizations -- active participation class is a requirement. My hope is that this class can become a supportive and intellectually adventurous community of learning and teaching. The assessment of class participation will include:

- Being present for class: we expect students to attend all classes and send an email to Alfonso in advance of class to notify us of your absence.
- Active engaging in class discussions and activities, class presentations, and significant contributions/ leadership in the group project. Active participation is not limited to speaking and also includes listening and reflection.

### **2. Short Paper “My home town(s)” (15 points)**

This two-part reflective essay is an opportunity for you to explore some of the issues in the course from the perspective of your own growing up experience. The intention is both for you to reflect on your own experience as lens into the class material and for you to use the class material as a way to see your experience more deeply or clearly. Many of us have grown up in multiple communities: please feel free to refer to any one or a combination of these places in your responses. The assignment has two parts.

1. Use the Putting Youth on the Map site to provide a social and spatial analysis of your community. Produce 2-3 maps and a 1-page (double spaced) narrative about what your maps show, why you made them, and what kinds of actions they could inform.
2. Write a 4-page (double spaced) narrative about your growing up experiences in your home communities. You can choose address your choice of 3-5 of the following questions:
  - What elements in your community were most influential on your own development?
  - How supportive of you (your well-being, health, safety, success) were the places you grew up?
  - What individuals or organizations were most supportive of your development? How so?
  - What challenges did growing up where you did present for you? How/ To what extent did you address or overcome these challenges?
  - In what ways/ to what extent did you have an influence on the place(s) you grew up?
  - What kinds of community or youth organizing did you participate in? What lessons did you learn from these experiences?
  - What individuals or organizations were most helpful in supporting your active role in the community?
  - What advice would you give a younger sibling or friend growing up in your community?
  - What advice would you give decision-makers on how to make the community a better place for young people to grow up?

### **3. Blog Posts (10 points) – Submitted by 11am on Thursdays on Smart Site Blog Section**

Students will write short (half-page) commentaries about the readings and class lectures and discussions each week as blog posts. These commentaries should demonstrate familiarity with the readings, critically assess the strengths and weaknesses of the arguments, and describe your reaction and thoughts. Also, please comment on the lectures and discussions from class meetings

that week, and other postings from classmates. This assignment serves as a form of online reflection, intellectual exchange, and class engagement.

#### **4. Group Project (30 points)**

This group project will engage teams of 6 members in a collective learning process about a youth leadership in a social movement. Students will be placed into groups based on an online survey of choices. All students will get either their first or second choice (if needed to distribute students across the groups). The social movements suggested are:

- Black Lives Matter
- Criminal/ Juvenile Justice
- Educational Equity
- Environmental/ Environmental Justice
- Feminism/ Women's Rights
- Food Justice
- Immigrant Rights
- International/ Transnational Movements
- Lesbian-Gay-Bisexual-Transgender-Intersex-Questioning Youth Organizing
- Right Wing Movements
- Occupy
- Other as proposed

Each team project will include the following elements. Ideally, each member of the team will take primary responsibility for one of these.

- Historical precedents of the present movement/ Key trigger events or circumstances
- Key victories or failures
- Use of media/ arts
- Linkages to other social movements
- Leadership models and role of youth in leadership
- Literature review on the movement (building on, but not limited to the class readings)

Each team will develop document their research in 1) one 10-page written report that describes the research method, cites the sources, and synthesizes the topics above and 2) a presentation in one or more media formats including PowerPoint presentations, video, audio, a website, or other approach.

Each team will make a 15-minute summary presentation to the class based on their research.

*3 points of extra credit for one or more people to put all of the class projects onto a website.*

#### **5. Final Paper (35 points)**

The final paper documents and reflects upon the work you have done in the group project. It presents your case study, the concepts and theories that you use to define and interpret your social movement case study, your research methods, findings, and conclusions. It should be 10 double-spaced pages, not including references.

A high quality paper should have the following attributes

1. Typed, carefully proof-read and presented on the due date.
2. Uses descriptive subheadings to call out the parts of the paper (e.g., introduction, problem statement, theory/ conceptual framework, methods, case study, analysis, conclusions, endnotes, references)
3. Introduction should have a topical sentence that lays out the purpose and argument of the paper. Lay out your argument up front. Provide an overview of your question/ topic: what are you studying, what did you learn, why is this important?
4. Analytical concepts and theories applied. What readings did you use to derive it? How is your project similar or different to other scholarship on the topic?
5. Data collection methods/ approach. How did you collect your information? (e.g., literature review, interviews, secondary data analysis). Please document your individual contributions to the class project. **This will be important to help me assess your participation grade, so please be specific.** I am interested in both quantity of participation (contributing to all phases of the project) and quality (substantive/ creative contributions to the project.)
6. Findings/ analysis. What did you learn through the project? What insights can you derive about youth organizing in your specific case and more broadly across the field of youth organizing? What evidence can you present to back up your points?
7. Conclusion. This is not simply a summary of what you have already written, but rather a synthesis through which you highlight the most important points and suggest the significance and further implications of your research. Why is this all important? How should your study influence the theories and practices of organizational development?
8. References. **Use APA Style.** Include full bibliographic information for texts, data sets, and interviews. The idea is that anyone should be able to trace your references to their source.
9. Appendices if appropriate

Grading is based on the following criteria. “A” papers show creativity, original insight, interpretation; significant effort in researching the case and the relevant literature, and skill in integrating case study and analytical frameworks. “B” papers are sufficiently analytical, use concepts well, and are professional in their analysis and use of information, but do not make highly creative or original insight or use of the material. “C” papers are technically correct and complete the assignment, but do not extend beyond the obvious. “D” papers omit key parts of the assignment and/or show a lack of genuine engagement with the material. In general, poorly written papers with many grammatical mistakes will be graded lower.

**Please consider using the assistance from the Student Academic Success Center to help with writing strategies, editing, grammar, formatting and other issues.**

<http://success.ucdavis.edu/academic/writing.html>

## Class/Community Standards

- Time rules us all. I will make a commitment to be on time to class, office hours, returning assignments, and responding to questions. I ask that you also abide by class timelines.
  - Be on time to class and plan to stay the whole period. If you have to be absent or leave early let me know before class.
  - No extensions for assignments without a medical certificate or other official documentation.
- When writing to me about class issues, insert into the Subject line <CRD 147>. **Always copy the course TA: Alfonso Aranda: [aaaranda@ucdavis.edu](mailto:aaaranda@ucdavis.edu)**
- I will make needed accommodations that can help you deal with disability issues or any other issue that could be an obstacle to you getting the most out of the class. Please let me know as early as possible in the quarter to let me know what accommodations you will need. Please consult the Student Disability Center <https://sdc.ucdavis.edu/> for assistance in setting up an accommodation plan for you.
- All students should be familiar with the Student Code of Academic Conduct that is located here <http://sja.ucdavis.edu/cac.html>. Please review this carefully and ask your instructor, if you have any questions. Remember the instructor is obliged to refer you to Student Judicial Affairs in all cases of violation or suspected violation.
- In addition to the well-known problems of plagiarism and cheating on examinations, it is also a violation of the Code of Conduct to use your own written materials from papers prepared for other classes, unless you take the following points into consideration. It is permissible to use materials and texts from other class projects, within CRD or in other departments, under these conditions:
  - (1) You inform the instructor beforehand.
  - (2) You clearly identify the portions where you quote yourself (or collaborative work)
  - (3) You provide a copy of the previous work you have submitted in the other class to the instructor.
  - (4) To ensure that you receive a good grade make sure that the quoted or reused parts fit seamlessly into the assignment for THIS class.
  - (5) If you have any doubts about the extent to which you can use already written materials, please speak with the instructor or the TA prior to making any submission.