Community Youth Development Directed Reading
Course #ED 180 Spring 2013
Stanford University Graduate School of Education
Thursdays 3:00-4:30pm
3rd Floor Littlefield Building Rm #387

Instructors: Milbrey McLaughlin
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COURSE GOALS

- Think critically about the role of diverse settings in youth development outcomes
- Understand key research in fields that comprise Community Youth Development, including psychology, sociology, education, and education policy
- Explore how theory, research and practice are connected to system-level change

COURSE STRUCTURE

Weekly readings will pair theory with practice and discussions will draw on student experiences from the field. The course will also include guest speakers and visits to community based organizations to see theory and research in action.

Assignment #1: Reading Reactions
Each week email 2 discussion questions based on the reading as well as reactions to the readings. This may be a challenge of the material, a comparison with other articles you have read, an epiphany, or a personal experience that you would like to share. DUE WEDNESDAYS BY 5PM

Assignment #2: Final Products
Present at Gardner Center staff meeting.
Pick a topic discussed throughout the quarter and write a brief reflection of how research, practice and policy intersect.

Required Texts
Course reader: Available on the Web http://coursework.stanford.edu/
SYLLABUS AND SCHEDULE

APRIL 4 INTRODUCTION AND OVERVIEW
Discuss the goals, expectations and requirements for the course. Frame Community Youth Development.

Readings:


APRIL 11 PERSPECTIVES
What factors affect society’s views of urban youth? How might communities respond? What is a Youth Development perspective?

Readings


APRIL 18 SCHOOLS—PART 1
What is the current state of "school" for urban youth? What are key institutional assumptions about the function and provision of school? How do these assumptions square with youth's perspective about the institution and about learning?

Readings:


APRIL 25 SCHOOLS PART 2

Readings:

Jorge Ruiz de Velasco and Milbrey McLaughlin (2012) Raising the Bar, Building Capacity: Driving improvement in California’s Continuation High Schools.


MAY 2 NEIGHBORHOODS PART 1

Neighborhoods provide critical context for youth growing up, and urban settings are distinctive in terms of the ways in which they affect youth. What is a neighborhood? What are the ways in which neighborhood can be understood and mapped? What features characterize urban, inner-city neighborhoods from youth's perspective?

This week we will also have a visitor in class: Jana Kiser, Community School Coordinator at Hoover Community School in Redwood City.

Readings


MAY 9  NEIGHBORHOODS PART 2
This week we plan to have two visitors during class: Sebastian Castrechini (who coauthored the article on resource mapping and who has been engaged in work in East Palo Alto) and Magda Gonzalez who is the city manager of East Palo Alto.

Readings:

Castrechini, S., & Ardoin, N. M.(2011) Youth Resource Mapping: Partnering with Service Providers and Youth to Understand the Supply and Demand for Youth Services in a Local Context. PERSPECTIVES ON, Urban Education: 3


MAY 16  OUT OF SCHOOL TIME

Readings:


MAY 23  YOUTH ACTIVISM AND ADVOCACY
This week we plan to have visitors from the Youth Action Team who has been working in East Palo Alto.

Readings:
Deschenes, McLaughlin and Newman (2008) New Directions for Youth Development: Community Organizing and Youth Advocacy (The Yellow book Milbrey handed out on April 11th). Chapter 1, 3 and 7

MAY 30  FINAL CLASS: IMPLICATIONS AND REFLECTION