

## **Community Youth Development Directed Reading**

**Course #ED 180 Spring 2013**

Stanford University Graduate School of Education

Thursdays 3:00-4:30pm

3<sup>rd</sup> Floor Littlefield Building Rm #387

**Instructors:** Milbrey McLaughlin  
Karen Strobel  
Mary Hofstedt

### **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:

Milbrey McLaughlin (2000). *Community Counts: How Youth Organizations Matter for Youth Development*. Washington, DC: Public Education Network [will hand out copy in class]

Hamilton, S.F., Hamilton, M.A., & Pittman, K. (2004). Principles for Youth Development. In S.F. Hamilton & M.A. Hamilton (Eds.) *The Youth Development Handbook: Coming of Age in American Communities* Thousand Oaks: Sage Publications, Inc. Pps.3-22.

### **APRIL 11      PERSPECTIVES**

What factors affect society's views of urban youth? How might communities respond? What is a Youth Development perspective?

#### Readings

Milbrey McLaughlin and Rebecca London (2013) *From Data to Action: A Community Approach to Improved Youth Outcomes*. Harvard Education Press: Chapters 1 and 9.

Anne Schneider and Helen Ingram (1993) Social construction of target populations. *American Political Science Review*, 87 (2), 334-347.

Warren, Thompson and Saegert (2006). The role of social capital in combating poverty. In Saegert, Thompson and Warren, Eds. *Social Capital and Poor Communities*. Russell Sage Foundation: New York.

### **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:

Bridgeland, DiIulio & Morison (2006) The silent epidemic: Perspectives of high school dropouts. Civic Enterprises.—

Castrechini, S. & London, R. (2012). Positive student outcomes in community schools. Center for American Progress.

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child development*, 82(1), 405-432.

Strobel, K.R. & Borsato, G.N. (2012). Caring and motivating middle school classrooms. John W. Gardner Center, Stanford University.

## **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.

Susan Bush (2012) Building effective learning environments in California's continuation high schools. John W. Gardner Center, Stanford University.

Clarence Stone (2001) Civic Capacity and Urban Education *Urban Affairs Review* 36(5): 595-619.

## **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

Swisher, Ray and Janis Whitlock (2004). How Neighborhoods Matter for Youth Development. In Hamilton and Hamilton, Eds. *The Youth Development Handbook*. Sage Publications. Pps. 216-238.

Paul Tough (2004). Harlem Zone, *New York Times Magazine*.

McLaughlin(2010)Community based approaches to youth development: From Jane Addams to Promise Neighborhoods. (discussion draft).

## **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

Sampson, Robert (2004). Neighborhood and community. *New Economy*.

## **MAY 16 OUT OF SCHOOL TIME**

### Readings:

Grossman, Campbell, and Raley (2007). Quality Time After School. Public/Private Ventures.

Pederson, S. & Seidman, E. (2005) Contexts and correlates of out-of-school activity participation among low-income urban adolescents. In Mahoney, Larson & Eccles, Eds. *Organized activities as contexts for development*. Mahwah, NJ:Erlbaum.(85-109)

Pittman, Tolman and Yohalem (2005) Developing a comprehensive agenda for out-of-school hours: Lessons and challenges across cities. Op. cit. (375-397)

## **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 11<sup>th</sup>). Chapter 1, 3 and 7

## **MAY 30 FINAL CLASS: IMPLICATIONS AND REFLECTION**