

Community Youth Development in Multicultural America

EDUC 230, 4 credits
SPRING 2022



Instructor: Tina P. Kruse, PhD

Office: Humanities 100

Office hours: [sign up here](#) or email to request an appointment

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Course assets: Social Science Distribution; USID; CGH concentration elective

Course Overview

Young people learn and grow in out-of-school times and spaces as well as in traditional classrooms. Further, a psychological-ecological perspective underscores the importance of community 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.

Learning Objectives:

1. To develop an understanding of the **field of Youth Development** in its current form, including theory, research, practice and policy
2. To become familiar with diverse **examples of youth-focused programming**, such as out-of-school-time activities; research and policy organizations; and community-based agencies and networks.
3. To examine how current US-based youth development programs and policies impact, and are impacted by, diverse children and youth, focusing on categories of race, ethnicity, gender, sexual orientation, socioeconomic class, and national origin.
4. To develop **skills of analysis about youth development practices and policies** in diverse settings

Course Readings

Required: Witt, P. & Caldwell, L. (2018). *Youth Development Principles & Practices in Out-of-School-Time Settings, 2nd ed.* Urbana, IL: Sagamore. & Moodle articles as assigned.

Optional Text: Kruse, T. (2019). *Making Change: Youth Social Entrepreneurship as an approach to positive youth and community development.* NY, NY: Oxford University Press.

Structure of this Course:

1. **Assignments** consist of:
 - a. Class discussions about weekly readings, lectures, and/or media viewing
 - b. Reflective writing about the course content (Moodle)
 - c. Group presentations (in class)
 - d. Midterm exam (take-home)
 - e. Final Meta-reflection on the CYD course (Moodle)
 - f. Proposal for CYD program (in class and Moodle)
2. **Assessment of Learning:** This course will use **contract grading**, with a default grade of "B+" for completion of all requirements.
 - a. Contribute to your group weekly: discussions & note-sharing
 - b. Submit reflective writing on time*
 - c. Engage in a group presentation on assigned topic
 - d. Complete the midterm assessment*
 - e. Complete a thoughtful Meta-reflection (2-3 pages) on time*
 - f. Complete a well-grounded program proposal (1-2 page) & flyer on time*

*Extensions are available. Let me know in advance.

Note: 1) A grade above a B+ is available for additional intellectual labor, namely a full proposal for the Proposal project (6-8 pages that includes a lit review of 6 or more background articles—at least 3 must be from outside of the course). Final letter grade will be assigned based on excellence and thoroughness of completion.

2) Grades below a B+ are available and will occur if any of the contracted items are missed.

Course Policies

1. **Anti-Racism:** This course prioritizes anti-racism in content and process. A critical lens will be used to evaluate the policies and practices in Education that contribute to systemic racism. We can acknowledge the challenges that lie ahead for us and for this discipline, but we will not disregard the urgent need for active anti-racism in all we strive to do.
2. **Flexibility:** This syllabus is designed to provide structure from which we can then be flexible, as needed. With the health crisis as our backdrop, I acknowledge that modifications may be necessary for any or all students to be successful. I ask that you proactively meet with me if you foresee the need for modifications before I do.
3. **Inclusivity:** In this class you are more than a member of the Macalester community, you are a member of the *CYD course community*. Members will engage in respectful dialogue, cooperation, and support in every way possible.

4. **Accommodations are available and encouraged** for students with disabilities. Contact the Associate Dean of Students at x6220 to make an appointment. Additional information regarding the accommodations process for students with disabilities: www.macalester.edu/studentaffairs/disabilityservices/

5. Health & Wellness:

I am prepared to accommodate this course for you if a medical emergency arises during our time together, though I hope for the health of our community. You are encouraged to **make your well-being a priority** throughout this semester and your career at Mac. I encourage you to be proactive about your mental and physical health: e.g., sleep, move your body, and connect with others can be strategies to help you be resilient in this Module. If you are having difficulties maintaining your well-being, please don't hesitate to contact me and/or find support from other Macalester resources.

Course Schedule

Class	Topic	Reading/Work due
Jan. 20	Introduction to the course	
Week #1: Jan. 25	“Where & When Children Learn” Bronfenbrenner’s Theory of Ecological Development	“Blurring the lines: Expanding learning opportunities for children and youth” & Bronfenbrenner article
Jan. 27	Principles of youth development; Sociodemographics of youth	YDPP: chs. 1-2 Reflective Writing #1 due Sun. 1/30
Week #2: Feb. 1	Youth culture; brain development	YDPP: chs. 3-4
Feb. 3	Pablo Montes: “I wished someone slightly browner than me would write it’: Community, Culture, and Knowledge in Education”	Reflective Writing #2 due Sun. 2/6
Week #3: Feb. 8	Guest: Marcus Pope, Youthprise	
Feb. 10	Dawn Quigley: “Minnesota Native Americans: Basic Understandings, and the Need for Educational Advocacy” Youth programs: history and structures, II	YDPP: chs. 5-6 Reflective Writing #3 due Sun. 2/13
Week #4: Feb. 15	Positive development theories; Resilience and protective factors Guest: Anais Boyd, Urban Boatbuilders	YDPP: chs. 7-8
Feb. 17	Context 1: Leisure & Recreation; Context 2: Athletics	YDPP: chs. 9-10 Reflective Writing #4 due Sun. 2/20
Week #5: Feb. 22	Context 3: Nature; Context 4: Arts, Creativity	YDPP: chs. 11-12
Feb. 24	Context 5: Families	YDPP: ch. 17

Week #6: March 1	Culture and CYD: Race, Ethnicity, Language, SES	YDPP: ch. 19
March 3	Culturally Responsive CYD	YDPP: ch. 20
Week #7: Mar. 8	CYD & specific populations: immigrant youth, LGBT, abilities	YDPP: Jigsaw reading chs. 21-23
March 10	*Visit to Division of Indian Work*	
Week #8: Mar. 15, 17	SPRING BREAK	

Week #9: Mar. 22	no class	Take home exam due March 22, 11:59
March 24	Authentic Youth Engagement; Developmental Relationships	YDPP: ch. 16, 18
Week #10: March 29	Youth social entrepreneurship Youth activism; community development	excerpts from “Making Change”
March 31	Hope & Healing through CYD	Ginwright, “Love Letter to Justice” Reflective Writing #5 due Sun. 4/3
Week #11: Apr. 5	Youth Development as a field of research and practice	YDPP: ch. 24
April 7	Guest: Krista Majerus, Children’s Hospital	Reflective Writing #6 due Sun. 4/10
Week #12: Apr. 12	Program Planning & Evaluation	YDPP: ch. 13-15
April 14	Guest: Muniza Lalani, Muslim youth educator	Reflective Writing #2 due Sun. 4/17
Week #13: Apr. 19	Group Presentations	
Apr. 21	Group Presentations	
Week #14: Apr. 26	Proposal workshop	
April 28	Final Project party!	Bring “flyer” of your program

Finals: May 5		Final Meta Reflection & Project Write-up due on Moodle (5/5 11:59pm)
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