

SEYS 150: YOUTH & SOCIETY

General Information:

Department: SEYS
Department Contact: Leslee Grey (Assoc. Prof.)
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Course Number: 150
Hours: 3 hours
Credits: 3 credits
Prerequisites/Corequisites: None

Course Description

Youth & Society is a General Education Pathways (IS) course serving undergraduate students (including students with majors outside of education) who are interested in exploring the intersections between individuals, learning, and society. The course content and learning activities are organized around two interconnected content “areas,” summarized below.

In *Area I* of the course, students will read, critically reflect on, and discuss how Western and U.S. societies have viewed the expectations, roles, and responsibilities of young people. Readings and course activities will explore dominant and critical conceptualizations of youth and adolescence. Learners will consider various historical perspectives to deepen their critical understanding of the social, economic, and public policy issues that affect young people today. Class members will critically investigate how modern and contemporary notions of adolescence and youth have been shaped by societal forces and institutions. Inquiries will include:

- How late 19th and early 20th century popular cultural artifacts (e.g., photography, books, newspapers, magazines, pamphlets, and other media) constructed and circulated ideas about young people.
- How shifts in thinking about youth shaped various institutions, policies, and professional fields. For example, how G. Stanley Hall’s idea of adolescence as a *distinct stage* of development shaped the fields of psychology, education, and social work. How adolescence as a *legal* concept influenced the creation of the juvenile justice system.
- What is to be gained by perpetuating and/or changing conceptualizations of youth? How youth are *raced* and/or *classed*; how and why notions of the “teenage delinquent” and “moral deficit” theories are proliferated in academic and professional fields, as well as in popular culture.
- How youth and their allies responded to these ideas. The emergence of a *cultural* concept of adolescence in the field of cultural studies; the formation of youth *subcultures* during the last half of the 20th century.
- Topics within these inquiries include: Youth rights, immigration, moral panic, juvenile justice, sexuality, and critical discourses around the fields of “youth work”.

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In Area II of the course, under the supervision of the instructor, students will engage in service-learning projects (SLPs) in partnership with youth and local school- and/or community-based programs that serve young people in Queens (e.g., John Bowne High School and the Child Center of New York). The SLP component encourages “real world” *application of learning* of course ideas in local contexts. Students will apply what they have learned about the relationship between youth and society to partner effectively with youth and work toward community problem-solving and positive youth development. Outside of class meetings, students will spend 16 hours engaging in on-site learning experiences at the community-based program. The on-site experiences will take place during Weeks 4-12 of the semester (2 hours per week over the course of 8 weeks).

Course Methodology: The method of inquiry and action for the course borrows from interdisciplinary fields such as history, gender studies, cultural studies, and youth participatory action research (YPAR). In sum, class members will: 1) Identify, analyze, and visualize recurring themes in discourses, policies, and practices involving youth and adolescence; 2) Trace those themes to their present-day incarnations; 3) Critically explore those themes in order to understand current issues affecting youth and their communities; and 4) Partner with youth organizations and youth to identify issues that are important to young people as individuals and as members of intersectional communities and work toward creating more positive and just social relations.

Learning Objectives (LOs)

By the end of this course, students will:

1. **LO1:** Demonstrate an understanding of theories and research methodologies for the study of youth and their communities, explore ways to be agents of change in their communities, and apply these approaches to their SLP work.
2. **LO2:** Develop and demonstrate critical reading, writing, communication, and research skills that are essential for academic success and meaningful continued civic and social engagement.
3. **LO3:** Strengthen skills and dispositions for work, life, and civic ends, and enhance collaboration skills within a group setting by co-developing and implementing a service learning project (SLP) centered on an issue of concern to youth and their communities; explore possibilities for change at the individual and societal level.
4. **LO4:** Critically analyze the socio-political context that surrounds a youth issue, policy, program structure or practice as it relates to ages, genders, sexualities, races, classes, immigration statuses, (dis)abilities, and communities in order to practice or promote youth-community relations grounded in a social justice perspective

CUNY COMMON CORE

(do not modify the below statement – this statement must be included on all QC IS courses)

All Flexible CORE Courses must meet the following three learning outcomes:

FC 1: Gather, interpret, and assess information from a variety of sources and points of view.

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FC 2: Evaluate evidence and arguments critically or analytically.
FC 3: Produce well-reasoned written or oral arguments using evidence to support conclusions.

In Addition, all IS courses must satisfy at least three of the following learning outcomes:

IS 1: Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.
IS 2: Examine how an individual's place in society affects experiences, values, or choices.
IS 3: Articulate and assess ethical views and their underlying premises.
IS 4: Articulate ethical uses of data and other information resources to respond to problems and questions.
IS 5: Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.

Pedagogical Approach

In addition to fulfilling the learning outcomes of General Education Pathways, **Youth & Society** is aligned with the School of Education’s core values, which promote justice, equity, diversity, and inclusion in urban schools and community resources. The course instructor will bring prior research and experience with youth development into the teaching of the course and to the supervision of the experiential learning component. The experiential, service-learning component is designed to reflect “best practices” informed by research in the areas of service learning and youth work (Sheffield, 2011). Service learning seeks to foster academic excellence by advancing academic and social learning through involvement in local communities (Langellier et al., 2020).

Students enrolled in the course will gain the kinds of hands-on, authentic learning experiences that are essential for deep learning (Carson et al., 2020). In addition to providing opportunities to form connections with young people in the local community, service learning projects can foster compassion, empathy, and cultural sensitivity through understanding the diverse needs of community members and learning to advocate for those who may be underserved (Langellier et al., 2020). As a guiding framework for the course, youth participatory action research (YPAR) offers models for working in partnership with youth and communities (Bautista et al., 2013; Desai, 2019; Ozer, 2017). YPAR highlights the concept of *reciprocity* with the community so that all partners may benefit from involvement even after the course ends. Together, we will learn to address such inquiries as: *How could we collaborate with youth and other community members toward solving problems related to equity, access, and justice? What effects could these and other partnerships have on communities and on the larger society?*

Course Format

The course takes primarily a seminar-style format (learner-centered and discussion-based), with class members having responsibility for facilitating a portion of class discussions and activities. Individual preparation and collective participation are essential to the success of the learning community. Students are expected to complete the assigned reading and preparation activities (such as writing assignments) in preparation for each class meeting. Class sessions include discussions, research and writing, student presentations, video viewing and reflections, and other activities involving the application of course concepts. Students’ service-learning projects (SLPs) will be scaffolded through ongoing course activities, with some workshoping and peer review

of projects taking place during class meetings. Students will use various technologies to complete course activities (e.g., QC online library research database, the course LMS, and software apps for presentations, screencasting videos, etc.).

Structure of Service Learning Projects: SLPs will adhere to a fairly organized structure given the time constraints of a typical course and semester. Students will work in small teams with local youth in community organizations (members of QC partnerships) to investigate social issues, propose solutions, develop action plans, and explore the implementation of their ideas. The experiential framework for SLPs will by nature involve various cyclical learning stages including:

- Project teams (QC students and local youth) gather information about a community issue, problem, or challenge through conversations, research, and interviews with community members. Students are invited to “put themselves in other people's shoes.”
- Teams work with the community organization or school to analyze important components of the problem from diverse points of view as well as explore possible solutions. Teams are encouraged to reflect on their past experiences and use their imaginations and creativity to think divergently.
- Teams will develop an action plan of change, exploring individual and community strengths and assets that can be leveraged to address current problems, collaborate on overcoming potential obstacles, and work toward solving problems.
- Teams will share their “stories” and processes with others to generate awareness of their social issues and solutions and inspire others to act. SLPs will culminate with teams collectively expressing their ideas and concerns, e.g., in a “town hall” presentation with an audience of teachers, faculty, parents, and community and school leaders. QC students will act as mentors with youth participants to prepare presentations.
- Through a course portfolio and other activities/assessments that meet the learning outcomes of the course, QC students will demonstrate deep understandings of the connections between theory (course concepts) and practice (service learning projects and community partnerships).
- Course components will include students’ **self-assessment and revision of their own work as well as instructor assessment** of student work and students’ contributions and commitment to the learning community.

Course Materials

Course materials will include book excerpts (chapters), research articles, and digital materials such as podcast episodes, videos, websites, and other popular culture texts that address course concepts. Students are expected to complete the reading and writing assigned each week in preparation for class activities and for their own SLPs. Students will read approximately one or two academic articles and book chapters per week with the goal of developing a theory and research base. In order to remain informed regarding current issues and conversations affecting youth, students will also read contemporary “newsworthy” material.

Readings for Area I: Prior to engaging in the SLPs, historical perspectives will be placed in conversation with present-day (or “legacy”) perspectives on youth to help students gain a deeper understanding of the issues and problems that young people are facing in their communities today and how various fields address these issues. Readings will include excerpts from scholarly works that address the relationship between youth and society, for example:

- **Chinn, S. E.** (2009). *Inventing modern adolescence: The children of immigrants in turn-of-the-century America*. Rutgers University Press.
- **Mintz, S.** (2004). *Huck's raft: A history of American childhood*. Harvard University Press.
- **Moran, J. P.** (2009). *Teaching sex: The shaping of adolescence in the 20th century*. Harvard University Press.
- **Owen, G.** (2020). *A queer history of adolescence: Developmental pasts, relational futures*. University of Georgia Press.
- Articles from relevant academic research journals such as *Youth & Society* and *Youth Studies*.

A portion of the course readings will depend on what students are interested in exploring in their own inquiries related to the service learning projects (SLPs), for example, excerpts from *Pushout: The Criminalization of Black Girls in Schools* (Morris, 2016); *Police in the Hallways: Discipline in an Urban School* (Nolan, 2011); *The Critical Youth Studies Reader* (Abraham & Steinberg, 2014), and other contemporary scholarly works on youth and adolescence that will assist student in developing their inquiries.

Readings for Area II of the course will further develop students' capacities for the service-learning projects. Writing-intensive activities from the *Youthprise YPAR Toolkit* (2019) will facilitate learning and application of YPAR methodologies, which will inform the design and implementation of students' SLPs. Additional sources of information on YPAR methodologies include UC Berkeley's [YPAR Hub](#).

Table: Alignment Between Learning Outcomes, Learning Activities and Course Assessments

I. Learning Outcomes: Flexible Core	Course Learning Outcomes	Summary of Learning Activities & Course Assessments
FC1: Gather, interpret, and assess information from a variety of sources and points of view.	<p>LO2: Develop and demonstrate critical reading, writing, communication, and research skills that are essential for academic success and meaningful continued civic and social engagement.</p> <p>LO3: Strengthen skills and dispositions for work, life, and civic ends, and enhance collaboration skills within a group setting by co-developing and implementing a service learning project (SLP) centered on an issue of concern to youth and their communities; explore possibilities for change at the individual and societal level.</p> <p>LO4: Critically analyze the socio-political context that surrounds a youth issue, policy, program structure or practice as it relates to ages, genders, sexualities, races, classes, immigration statuses, (dis)abilities, and communities in order to practice or promote youth-community relations grounded in a social justice perspective</p>	<p>The in-class and homework activities encourage learners to find, assess, and critically interpret materials and resources exploring conceptualizations of youth from diverse sources such as literature, historical artifacts, policy documents, and popular media. Students will apply their learning in the Service Learning Project (SLP).</p> <p>The following Learning Activities build learners' capacities to gather, interpret, and synthesize sources of information and assess various points of view:</p> <ol style="list-style-type: none"> 1. Critical Reading Responses 2. Class Discussion Activities 3. Write-up & 5-min Presentation on a Community Issue or Policy 4. SLP Written Proposal 5. SLP Written Review of Research & Annotated Bibliography
FC2: Evaluate evidence and arguments critically or analytically.	<p>LO1: Demonstrate an understanding of theories and research methodologies for the study of youth and their communities, explore ways to be agents of change in their</p>	<p>The following course activities will build learners' capacities to identify points of view and critically evaluate the quality and trustworthiness of evidence and argumentation offered from various sources of information:</p>

	<p>communities, and apply these approaches to their SLP work.</p> <p>LO2: Develop and demonstrate critical reading, writing, communication, and research skills that are essential for academic success and meaningful continued civic and social engagement.</p> <p>LO4: Critically analyze the socio-political context that surrounds a youth issue, policy, program structure or practice as it relates to ages, genders, sexualities, races, classes, immigration statuses, (dis)abilities, and communities in order to practice or promote youth-community relations grounded in a social justice perspective</p>	<ol style="list-style-type: none"> 1. Critical Reading Responses 2. Class Discussion Activities 3. SLP Written Review of Research & Annotated Bibliography 4. SLP Report 1 (Written & Oral)
<p>FC3: Produce well-reasoned written or oral arguments using evidence to support conclusions.</p>	<p>LO2: Develop and demonstrate critical reading, writing, communication, and research skills that are essential for academic success and meaningful continued civic and social engagement.</p> <p>LO3: Strengthen skills and dispositions for work, life, and civic ends, and enhance collaboration skills within a group setting by co-developing and implementing a service learning project (SLP) centered on an issue of concern to youth and their communities; explore possibilities for change at the individual and societal level.</p> <p>LO4: Critically analyze the socio-political context that surrounds a youth issue, policy, program structure or practice as it relates to ages, genders, sexualities, races, classes, immigration statuses, (dis)abilities, and communities in order to practice or promote youth-community relations grounded in a social justice perspective.</p>	<p>Learners will use evidence from multiple sources (readings and other course content) to support well-reasoned positions and conclusions.</p> <p>The following course activities encourage learners to practice reasoning in argumentative writing and oral discussions:</p> <ol style="list-style-type: none"> 1. Critical Reading Responses 2. Class Discussion Activities 3. SLP Written Review of Research & Annotated Bibliography 4. SLP Report 1 (Written & Oral)
<p>II. Learning Outcomes: Individual & Society</p>	<p>Course Learning Outcomes</p>	<p>Summary of Learning Activities & Assessments</p>
<p>IS1: Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society.</p>	<p>LO1: Demonstrate an understanding of theories and research methodologies for the study of youth and their communities, explore ways to be agents of change in their communities, and apply these approaches to their SLP work.</p> <p>LO2: Develop and demonstrate critical reading, writing, communication, and research skills that are essential for academic success and meaningful continued civic and social engagement.</p>	<p>The assigned course reading/content, Critical Reading Responses, and Class Discussion Activities encourage learners to engage in critical reading, writing, and discussion of the historical and present conceptualizations of youth and youth work and to understand how in the past and the present, societies and communities prescribe roles, responsibilities, and identities for youth - both as individuals and as members of groups.</p> <p>The following scaffolded activities related to the Service Learning Project (SLP) encourage learners to apply theories and perspectives grounded in evidence from interdisciplinary social science research to explore the relationship between</p>

	<p>LO3: Strengthen skills and dispositions for work, life, and civic ends, and enhance collaboration skills within a group setting by co-developing and implementing a service learning project (SLP) centered on an issue of concern to youth and their communities; explore possibilities for change at the individual and societal level.</p> <p>LO4: Critically analyze the socio-political context that surrounds a youth issue, policy, program structure or practice as it relates to ages, genders, sexualities, races, classes, immigration statuses, (dis)abilities, and communities in order to practice or promote youth-community relations grounded in a social justice perspective.</p>	<p>societal expectations and the experiences of the individual:</p> <ol style="list-style-type: none"> 1. Write-up & 5-min Presentation on a Community Issue or Policy 2. SLP Written Proposal 3. SLP Written Review of Research & Annotated Bibliography 4. SLP Report 1 (Written & Oral) 5. SLP Report 2 (Written) 6. SLP Project Presentation 7. SLP Final Project Write-up and Written Personal Reflection
<p>IS2: Examine how an individual's place in society affects experiences, values, or choices.</p>	<p>LO2: Develop and demonstrate critical reading, writing, communication, and research skills that are essential for academic success and meaningful continued civic and social engagement.</p> <p>LO3: Strengthen skills and dispositions for work, life, and civic ends, and enhance collaboration skills within a group setting by co-developing and implementing a service learning project (SLP) centered on an issue of concern to youth and their communities; explore possibilities for change at the individual and societal level.</p> <p>LO4: Critically analyze the socio-political context that surrounds a youth issue, policy, program structure or practice as it relates to ages, genders, sexualities, races, classes, immigration statuses, (dis)abilities, and communities in order to practice or promote youth-community relations grounded in a social justice perspective.</p>	<p>Learners will explore how youth are “placed” in society by societal and professional discourses and how such positioning impacts individuals’ experiences, possible life choices, behaviors, and attitudes. Learners will demonstrate their understanding of youth as conceptualized in Western/U.S. societies.</p> <p>With ongoing learning activities related to the Service Learning Projects (SLPs), students will engage in informed analysis of diverse perspectives in connection with their individual experiences and with experiences of others, particularly in the SLP Final Project Write-up and Written Personal Reflection activity.</p>
<p>IS3: Articulate and assess ethical views and their underlying premises.</p>	<p>LO1: Demonstrate an understanding of theories and research methodologies for the study of youth and their communities, explore ways to be agents of change in their communities, and apply these approaches to their SLP work.</p> <p>LO3: Strengthen skills and dispositions for work, life, and civic ends, and enhance collaboration skills within a group setting by co-developing and implementing a service learning project (SLP) centered on an issue of concern to youth and their communities; explore possibilities for change at the individual and societal level.</p> <p>LO4: Critically analyze the socio-political context that surrounds a youth issue, policy, program structure or practice as it relates to ages, genders, sexualities, races, classes,</p>	<p>Learners will demonstrate understanding of course concepts from the readings in the Critical Reading Responses and Class Discussion Activities. Learners will articulate how the meanings of “youth” shift historically through exploring relationships within developmental psychology’s construct of “adolescence”; sociological views of “youth”; and historical and cultural notions of “the teenager.”</p> <p>The following SLP activities encourage learners to analyze the connections between different conceptualizations of youth and various ethical and legal approaches, using evidence to support their claims:</p> <ol style="list-style-type: none"> 1. The Write-up & 5-min Presentation on a Community Issue or Policy 2. SLP Written Proposal 3. The SLP Final Project Write-up and Written Personal Reflection

	immigration statuses, (dis)abilities, and communities in order to practice or promote youth-community relations grounded in a social justice perspective.	
IS4: Articulate ethical uses of data and other information resources to respond to problems and questions.	<p>LO1: Demonstrate an understanding of theories and research methodologies for the study of youth and their communities, explore ways to be agents of change in their communities, and apply these approaches to their SLP work.</p> <p>LO4: Critically analyze the socio-political context that surrounds a youth issue, policy, program structure or practice as it relates to ages, genders, sexualities, races, classes, immigration statuses, (dis)abilities, and communities in order to practice or promote youth-community relations grounded in a social justice perspective</p>	<p>The course design is influenced by tenets of participatory youth action research (YPAR). As such, a key learning outcome of the course will encourage learners to demonstrate their understanding of legal and ethical issues involved in research and community work involving youth.</p> <p>In the SLP Written Proposal, learners are asked to demonstrate their understanding of legal and ethical research practices particular to research with youth and their communities.</p> <p>In the Final Project Write-up and Written Personal Reflection component of the SLP, class members will address ethical issues that may have arisen during the project.</p>
IS 5: Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.	<p>LO1: Demonstrate an understanding of theories and research methodologies for the study of youth and their communities, explore ways to be agents of change in their communities, and apply these approaches to their SLP work.</p> <p>LO4: Critically analyze the socio-political context that surrounds a youth issue, policy, program structure or practice as it relates to ages, genders, sexualities, races, classes, immigration statuses, (dis)abilities, and communities in order to practice or promote youth-community relations grounded in a social justice perspective.</p>	<p>The readings and other assigned course content explore how broader societal, cultural and economic forces can shape a youth's individual sense of self and their life experiences.</p> <p>The SLP components encourage learners to engage with members of a youth organization to identify local issues, problems or challenges that youth are facing in their own communities. Learners will explore diverse perspectives of youth and communities. The following components ask learners to consider opportunities for comparative analysis with their own experiences:</p> <ol style="list-style-type: none"> 1. Write-up & 5-min Presentation on a Community Issue or Policy 2. SLP Written Proposal 3. SLP Final Project Write-up and Written Personal Reflection

Grade Composition

Course Components	Weight %	Assessment(s)
Class Preparation, Participation, and Engagement (in-class learning community and outside activities).	10	Rubric-based for instructor assessment & learner self-assessment
Critical Reading Responses - Semi-weekly written reflections on the readings and other assigned course content.	35	See item (A) below.
Course Project - Experiential Service Learning Project (SLP) <i>Includes the following scaffolded activities/components:</i>	55	Rubric-based for instructor assessment

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		& learner self- assessment
1. <i>Write-up & 5-min Presentation on a Community Issue or Policy (Week 3)</i>	5	
2. <i>SLP Written Proposal (Week 7)</i>	5	
3. <i>SLP Written Review of Research & Annotated Bibliography (Week 9)</i>	10	
4. <i>SLP Written & Oral Progress Report 1 (Week 8)</i>	5	
5. <i>SLP Written Progress Report 2 (Week 12)</i>	5	
6. <i>SLP Project Presentation (Week 14)</i>	10	
7. <i>SLP Final Project Write-up and Written Personal Reflection (Week 15)</i>	15	

Grading Procedures

Grades will be assessed based on overall participation and leadership, thoughtful engagement with and satisfactory completion of assigned readings, reflective writing activities, research assignments, and other activities related to the Course Project (i.e., the experiential service learning project, or **SLP**). Assessment rubrics distributed for each assignment will be used for instructor assessment as well as occasional learner self-assessment.

A. Assessment of Critical Reading Responses (RRs). The instructor’s assessment will look for the following indicators of engagement with the course material:

1. **Relevance:** Are the entries relevant and meaningful to the readings and to the overall course content?
2. **Engagedness & Vitality:** Do the entries demonstrate serious effort to consider an idea?
3. **Connectedness:** Do the entries make meaningful connections to ideas across course material - and when possible, to “real life”?

Scoring of RRs: If each of these indicators is satisfied, the post earns 100%. If one or more indicators is “not quite” satisfied, the post earns 75%. If few/none of the above indicators are met, the post earns 50%. Work earning less than 100% will receive brief formative feedback as suggestions for helping you demonstrate your learning from the course material more clearly. As the course progresses, learners are expected to demonstrate advances in their thinking and learning.

Course Policies and Expectations

Attendance Policy

As this is a discussion-based course with a focus on collaborative and participatory work, students are expected to attend each class on time and to participate meaningfully. More than two absences will affect the participation, engagement, and leadership component of the course grade.

Professional Expectations

Students are expected to follow through on commitments to outside organizations or individuals when implementing their project, details to be determined on a project-by-project basis in coordination with the course instructor. Specifically, students are expected to arrive on time to appointments or activities, be courteous and respectful to all, and observe the rules and requirements of the organizations/individuals contributing to their research.

Guidelines for Preparation, Engagement and Leadership in Our Learning Community

Recommendations and requirements for a successful *learning community* are informed by principles of “good” youth work and dispositions toward learning, which include the following ideas, goals, and values:

- **Your presence matters:** This is a learning community that requires both your physical and mental presence. When you are in class, please put away distractions and give your peers and the material your full attention.
- **Prepare:** Please complete the readings with enough time to absorb, reflect, and prepare to discuss with your peers. Please submit assignments on time.
- **Aim high:** Challenge your beliefs, and stretch your perceived capabilities. Read critically: look for contradictions, missing information, and statements for which evidence is lacking. Ask yourself: how do we know what we know? Because we cannot “cover everything” in one class, develop your knowledge further by reading beyond the required assignments in an area of personal and/or professional interest.
- **Exercise communication skills:** Good communication requires both listening and speaking. Self-monitor your participation in class discussions: Step back if you are speaking more than your peers, and step up if you are not contributing your thoughts. Everyone has an important perspective. Please seek help if you need it.
- **Commit to improving your writing:** Your ability to influence policy and advocate for youth programs will grow exponentially with strong writing skills. Many of us come into the field without having had the opportunity to develop strong writing skills; we may have experienced previous struggles, or we may be writing in a new style or language. Please proofread your own work prior to submitting it. Read your work aloud (or ask a peer to read your work aloud to you) so that you may catch and correct errors such as missing words, typos, or sentences that run on too long.
- **Learning is reciprocal:** The instructor’s role is to facilitate your learning by providing the course structure, which includes assignments, assessments, and facilitation of class meetings. We will all learn from each other if we participate fully and listen with open and critical minds. Each of us brings experiences and ideas; the goal for all of us is to emerge from our class experience with a broader and deeper understanding of youth and of ourselves, having grown in our perspectives and our abilities to question assumptions that we consider “common sense.”

Policies on Late Work:

Please be mindful of our learning community as you plan your time. Avoid waiting until the last 48 hours to begin an assignment, as you never know what “emergencies” might arise.

Sample late policy:

1. **For Reading Response Papers (RRs):** Students’ written Reading Response papers serve in part to structure the activities in our class meetings. RRs are due **by 11:59 on the night before class meetings** and *already* have a built-in grace period extended to **8:00 AM on the day of class meetings**. RRs submitted after the 8:00 AM grace period are eligible for no more than 50% credit.

2. For other assignments and activities:

- Late work will be subject to a 5% reduction in grade for each calendar day late.
- After 10 calendar days late, the work will be eligible for no more than 50% credit.

B. Sample Assessment Rubric (for an evidence-based paper)

SAMPLE ASSESSMENT RUBRIC - Writing with Evidence/Sources			
Assessed Components:	Meets Expectations (A to A-)	Approaching Expectations (B to B-)	Does Not Approach Expectations (C & below)
1. Quantity of sources	Document incorporates/cites the number of sources specified in the assignment protocol.	Document has fewer than the required number of sources.	Document has none of the required sources.
2. Quality of sources (reliability, timeliness, relevance)	All sources incorporated/cited are considered reliable, trustworthy, relevant to the topic, and timely.	Most sources incorporated/cited are considered reliable, trustworthy, relevant, and timely.	Minimal sources incorporated/cited are considered reliable, trustworthy, relevant, and timely.
3. Variety of sources	Excellent variety of sources incorporated.	Good variety of sources.	Poor variety of sources.
4. Writing fluency and expression of ideas	All writing is thoughtful, complete, sound, and well crafted.	Most writing is thoughtful, complete, sound, and well crafted.	Most writing is lacking in completeness, sound reasoning, and/or writing quality.
5. APA (or other standard referencing style)	Citations are formatted correctly in the document.	There are a few formatting errors in the document's citations.	There are many and/or frequent formatting errors in the document's citations.
6. For online sources: URL links work; links lead directly to the cited sources and do not require any sort of sign-in.	Yes	Yes	Some links are missing or do not work as required.
7. Quality of synthesis - evidence and ideas	Clearly identified synthesis based on well-supported and well-selected points of comparison and/or departure among the texts. Logical sequence of paragraphs; transition sentences and cohesion markers used effectively throughout the paper. Recommendations are based on and clearly connected to the research evidence.	Synthesis identifiable but could be more explicit and better developed; sufficiently supported by ideas from the texts. Sequence of paragraphs is acceptable but could be improved; some transition sentences and cohesion markers are used but could be more effective.	Synthesis is hard to understand or poorly developed; insufficiently supported by ideas from the texts. Paragraphs seem to be out of order and haphazard throughout; no transition sentences or cohesion markers are used.
<p>No Credit will be awarded for work that is irrelevant to the assignment and/or the content of this course; work that is not the student's own <i>original work written for this course</i>; work that contains evidence of academic dishonesty (no matter how "minor" the writer thinks the instance is); and work that is illegible and/or generally does not follow the assignment directions/protocol. Work containing evidence of academic dishonesty will earn 0 credit and will be subject to additional academic consequences as stated in the CUNY Policy on Academic Integrity.</p>			

SELECTED COURSE BIBLIOGRAPHY

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- Langellier, K. A., Astramovich, R. A., & Doughty Horn, E. A. (2020). Infusing service learning into the counselor education curriculum. *The Professional Counselor*, 10(2), 194–203.
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- Moran, J. P. (2009). *Teaching sex: The shaping of adolescence in the 20th century*. Harvard University Press.
- Morrell (2004). *Becoming Critical researchers: Literacy and empowerment for urban youth*.
- Morris, M. (2016) *Pushout: The criminalization of Black girls in schools*.
- Nolan (2011). *Police in the hallways: Discipline in an urban school*
- Sheffield, E. C. (2011). *Strong community service learning: Philosophical perspectives*. Peter Lang.

Sampling of Supplementary Course Materials

For Area I:

- [Child labor photos by Lewis Hine](#) (Vox, 6 min video)
- Todd, H. (1913). [Why Children Work](#). *Harper's Magazine*.
- Mintz: Ch. 7 Laboring Children, p. 133-153
- [Growth, Cities, and Immigration: Crash Course US History #25](#) (YT, 15 min video)
- [Jane Addams](#), Hull House Settlement (YT, 7 min)
- [America: A Multi-Ethnic Nation](#). Prohibition. Burns & Novick. (PBS, 9 min.)
- [Christian Women of Prohibition & Scientific Temperance in the Schools](#) Prohibition. Burns & Novick. (PBS, 8 min.)
- [Progressive Era Crash course US History #27](#) (15 min)
- Moran Ch. 4: Putting Sex in the Schools, p. 98-117
- Moran: Ch. 7 Sexual Liberalism, p. 194-216

For Area II:

- Fahs, B., Dudy, M. L., & Stage, S. (2013). Introduction: Villains and Victims: Excavating the Moral Panics of Sexuality. In B. Fahs, M. L. Dudy, & S. Stage (Eds.), *The Moral Panics of Sexuality* (pp. 1–23).
- Goode, E., & Ben-Yehuda, N. (1994). [Moral panics: Culture, politics, and social construction](#). *Annual Review of Sociology*, 20(1), 149–171.
- Finklehor (2011). The Internet, Youth Safety, and the Problem of “Juvenioia” ([PDF](#)) (and a [Video](#) of Finklehor’s talk)
- O’Loughlin & Van Zile (2014). Ch. 5: Becoming revolutionaries. From Ibrahim, A., & Steinberg, S. R. (Eds.). *Critical youth studies reader* (47-57)
- Hon. Dan Stidham, H. F., & Jason, B. (2012). [Satanic Panic and Defending the West Memphis Three: How Cultural Differences Can Play a Major Role in Criminal Cases](#). The University of Memphis Law

Review, 42, 1061–1139.

- [Southwest of Salem](#) (not juveniles but similarly wrongly convicted 19-20 year olds)
- Drum (2016, March 3). [Very Brief History of Superpredators](#) Mother Jones Magazine.
- Howell (2009). [Moral Panic Over Juvenile Delinquency](#) (p. 2-20).
- Howell (2009). [Superpredators and Other Myths About Juvenile Delinquency](#). In Preventing and Reducing Juvenile Delinquency: A Comprehensive Framework (p. 2-12).
- Saar, S.M., Epstein, R., Rosenthal, A., and Vafa, Y.. (2015). [The Sexual Abuse to Prison Pipeline: The Girls' Story](#). Washington, D.C.: Georgetown University Law Center. [REPORT]
- [The War on Kids](#) (2009) - 90 min. documentary film on the surveillance of youth, the school-to-prison pipeline and related issues
- Valenzuela (2010). *Subtractive schooling*
- Book: Police in the Hallway (Nolan). [Review of book linked here](#)
- Netflix mini-series [Will They See Us?](#) (2019)
- Kamenetz, A. (2015, April 28). [Delinquent. Dropout. At-Risk. When Words Become Labels](#). NPR.
- [PBS Frontline Resources on False Confessions & Interrogations](#); Frontline Video on [False Confessions](#) (90 min)

Sampling of documentary films/videos:

- [Paradise Lost: The Child Murders at Robin Hood Hills](#) (1996, 2.5 hrs) - (Graphic violent crimes discussed), explores the case of rural teens (“The West Memphis 3”) sentenced to life in prison, with one death sentence. With little evidence other than coerced confessions, the swift jury decision was attributed in part to local “Satanic panic” due to the youths’ affinity for heavy metal music and “goth” culture. Other film portrayals of the case include *West of Memphis* and the narrative film *Devil’s Knot*.
- [Raising Zoey](#) (2016) - 13-year-old trans Latina teen in L.A. struggling for recognition from her school.
- [The Homestretch](#) (2014) - featuring the experiences of four teenagers who are homeless
- [Teenage](#) (2013) - explores the historical origins of the teenager
- [The Bad Kids](#) (2016) - follows three young people who are “at risk” of dropping out of high school
- [I am a Girl](#) (2014) - explores cultural struggles of girls and young women, global contexts
- [Beyond Clueless](#) (2014) - explores the “teen movie” genre
- [Minding the Gap](#) (2018) - three friends navigate skateboarding, adulthood, and modern masculinity.
- [Growing Up Online](#) (2008) - (PBS Frontline, 55 min) - explores the digital-generational divide
- [Estudiar en Primavera](#) (aka *Spanish Teen Rally*) (2014) - teenagers whose protests in defense of public education triggered the Valencia Spring movement in Spain (55 min)
- [Us and Our Education](#) (2007) - UK film of theatre performance incorporating experiences of youth who have learning disabilities, transitioning their lives from school to work (35 min).
- [American Teen](#) (2008) - explores high school seniors and culture of social cliques in a small Indiana town.
- [The Great Hack](#) (2018) Netflix documentary on Big Data; implications for democracy.
- [America: A Multi-Ethnic Nation](#). (*Prohibition*. Burns & Novick. PBS) 9 min.
- [Teen Mom](#) - MTV “Reality” Series

Commented [LG8]: Drew, I added a table beginning on p. 5 to show alignment across L.O.s and course activities.

SAMPLE COURSE OUTLINE

Week	Topic(s)	Assignments	Learning Objective(s)
1	Course overview; introduction to frameworks for critical youth studies, service learning, and YPAR	Class discussion	
2	Historical perspectives on youth/adolescence	Reading Response Paper; class discussion/writing activity	LO2, FC3, IS1, IS2, IS3, IS4, IS5
3	Historical perspectives on youth/adolescence; tracing connections to current policies and practices	Reading Response Paper; Timeline Activity; class discussion/writing activity	LO1, LO2, LO4, FC1, FC2, FC3, IS1, IS2, IS3, IS4, IS5
4	Service Learning: Perspectives and Frameworks	Reading Response Paper; YPAR Toolkit Activities	LO1, LO2, LO3, FC1, FC2, IS1, IS4
5	Research on issues affecting youth and their communities	Reading Response Paper; Brief Group Presentations	LO1, LO2, LO3, LO4, FC1, FC2, FC3, IS2, IS4, IS5
6	Research on issues affecting youth and their communities	Reading Response Paper; Mid-term Report on SLPs	LO1, LO2, LO3, LO4, FC1, FC2, FC3, IS2, IS4, IS5
7	Developing an SLP Proposal: Defining Issues; Framing Research Questions & Goals	Reading Response Paper, Policy Presentations, YPAR Toolkit Activities	LO1, LO2, LO3, LO4, FC1, FC2, FC3, IS1, IS4
8	Analyzing Existing Sources of Data; Annotating a Bibliography	SLP Proposals; Peer Feedback; YPAR Toolkit Activities	LO1, LO2, LO3, LO4, FC1, FC2, FC3, IS1, IS4
9	YPAR methodologies for service	Annotated Bibliography;	LO1, LO2,

	learning projects	YPAR Toolkit Activities	LO3 LO4, FC1, FC2, IS1, IS3, IS4
10	Research on issues affecting youth and their communities	Reading Response Paper; Progress Reports on SLPs; YPAR Toolkit Activities	LO1, LO2, LO4 FC1, FC2, FC3, IS2, IS4, IS5
11	Research on issues affecting youth and their communities	Reading Response Paper; YPAR Toolkit Activities	LO1, LO2, LO4 FC1, FC2, FC3, IS2, IS4, IS5
12	Modalities for presenting "findings" from SLPs	Reading Response Paper; YPAR Toolkit Activities	LO1, LO2, LO4, FC1, FC2, FC3, IS1, IS4
13	Wrapping up SLPs; writing up "findings" from SLPs	YPAR Toolkit Activities	LO1, LO2, LO4, FC1, FC2, FC3, IS1
14	Sharing SLP Experiences	SLP Presentations; Peer Feedback	LO1, LO2, LO3, LO4, FC1, FC2, FC3, IS2, IS4, IS5
15	Now What? Moving Forward with Community Engagement	Research write-up and personal reflection; class discussion	LO1, LO4, FC1, FC2, FC3