

Community and Regional Development 147
Youth/Community Development
Fall 2019

<u>Class times</u>	Monday/Wednesday 2:10 – 4:00 pm 118 Olson
<u>Instructor</u>	Ahna Suleiman, DrPH Email: Office: 1320 Hart Hall Office Hours: Monday 10-12 or by appointment
<u>Teaching Assistant (TA)</u>	Sudikshya Bhandari Email: sabhandari@ucdavis.edu Office: Office Hours:

Enrollment: Maximum 75 students

Description: This upper-division undergraduate course is intended to help students develop a critical understanding of influences on a health and well-being and how young people (ages 10-30) serve as agents of community change. It will also highlight how cognitive, physical, emotional, and social changes occurring during adolescence and young adulthood influence engagement in community development. This course will focus on the personal experiences of the students in the course, including the stresses and challenges they face in their communities that can affect their social, emotional, mental, and physical well-being, as well as their academic success.

Drawing from the fields of youth development, youth organizing, community development, and the developmental science of adolescence, students in this course will reflect on their own experiences in their communities, both within and outside of UC Davis; how these experiences have changed during different times in their lives; and how these may represent broader patterns for young people across the globe.

The course will include readings, audio-visual materials, activities, and guest speakers on youth and community development; adolescent development; youth-led participatory action research; youth college student welfare, and disparities related to race, ethnicity, gender, sexual orientation, immigration status, educational attainment, and family class background.

Objectives

By the end of the course, students will be able to:

1. Describe a broad range of perspectives on community/ youth development from the academic literature and practitioner/ activist sectors.
2. Think critically about how changes in social, emotional, physical and cognitive development influence young people's capacity to engage in community development.
3. Reflect on their life experiences in community development and community change
4. Execute steps of a youth-led social action process that will inform improvements in the health and well-being of young people in their community.

Assignments

There are four primary assignments for this course:

1. Short paper “My Community – My Action” due 10/7
2. Course contribution (e.g. discussion questions, playlist, activity, presentation) for one of the course sessions idea due 10/9 (last day for contributions 11/20)
3. Youth Engagement Group Project
 - a. Topic & Team selection due 10/14
 - b. Literature Review, Description of the issue, Partner/Target identification, Project description due 10/28
 - c. Research Design and/or Youth Engagement Plan Draft due 11/25
 - d. Group Presentation due 12/4
 - e. Research Design and/or Youth Engagement Plan Final Paper due 12/11
4. Individual reflection paper due 12/11

All documents should be double-spaced, have 1” margins, and use no smaller than 11-point font.

Readings & Course Materials

Assigned materials are designed to ensure that all students can effectively engage in class discussions and successfully completed out-of-class assignments. Students are expected to have reviewed all assigned readings & materials prior to each class. This will facilitate students’ ability to contribute to the course; engage in a thoughtful discussion in class; and apply insights from the readings in the group project. Most class sessions will include discussion and synthesis of the key points, concepts, and terms from the class materials. Active participation in discussing the materials will be an important contribution to the participation grade.

1. Course materials are on the course Canvas organized for each week.
2. Many weeks also include links to relevant websites, podcasts, and videos. Please review these as well.

Class/Community Standards

1. Classroom climate

- **Be prepared and ready to learn.** Both students and instructors are expected to prepare sufficiently so that they can effectively engage in classroom discussions, complete assignments, contribute to group projects, and reflect on the learning process. To this end, everyone is expected to:
 - Complete all assigned preparation activities.
 - Come to class with the necessary materials for learning. Depending on your learning style and strategy, this may include bringing the readings, syllabus, class schedule, paper, and something to write with.
 - Actively engage in classroom activities.
 - Critically examine the course content and materials and continually ask questions to clarify concepts that are confusing, difficult, or unclear. Everyone should come to class with questions and thoughts about the course materials and topics.
- **In-class Technology Policy:** Except in cases of emergency, phones should not be in sight or used in class. Laptops, tablets, and other electronic devices should be used only in conjunction with exercises directly related to class activity.
- **Community agreements.** This class is a learning community. During the first session, we will collectively set group agreements that facilitate reciprocity, fairness, compassion, and collaboration. These agreements will include:
 - **Step up, step back:** Be conscientious about how you and others are engaging in class

discussions. If you are someone who normally speaks up often in class, this may mean stepping back so others can step forward. If you are someone who speaks less in class, this may mean stepping up, even when it feels uncomfortable.

- **Practice humility:** We are all learners. Listen. Give credit where credit is due. Be generous. Admit when you are wrong.
- **Respect:** Give attention to and respect all members of this learning community.
- **Practice curiosity:** Ask questions to improve understanding before assigning intentions, beliefs, or motives to others' words or actions. When disagreeing with someone, challenge their ideas but not their humanity.
- **Confidentiality:** Share content, concepts, and personal experiences from this course widely with others. If anyone shares personal stories and experiences, keep those within the context of this course.
- **Sharing challenges helps build strengths:** Learning can often be uncomfortable. Closely examining places where we are confused and struggling helps to build strengths.
- **Personal responsibility:** We are all responsible for our own learning experiences. If the learning environment is not working for you, give feedback and act to make it more effective.
- **Seek help when needed:** Access available resources to support your success in this course. Available resources include:
 - Student Academic Success Center to help with writing strategies, editing, grammar, formatting and other issues. <http://success.ucdavis.edu/academic/writing.html>.
 - Student Health and Counseling Service for confidential, professional support for social, emotional, and psychological issues. <https://shcs.ucdavis.edu/counseling-services>
 - The UC Davis Center for Advocacy, Resources & Education (CARE): Advocacy Office for Sexual and Gender-based Violence and Sexual Misconduct). <http://care.ucdavis.edu/>
 - UC Davis – LGBTQIA Resource Center. <https://lgbtqia.ucdavis.edu/>
 - The Pantry is a student-run resource that provides free food and personal items for students. <http://thepantry.ucdavis.edu/>
 - AB 540 and Undocumented Student Center. <http://undocumented.ucdavis.edu/>
 - Services for International Students and Scholars. <https://siss.ucdavis.edu/>
 - Harassment & Discrimination Assistance and Prevention Program. <https://hdapp.ucdavis.edu/>
- **Proactively approach microaggressions:** Microaggressions are “brief and commonplace daily verbal, behavioral, and environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative...slights and insults” (Sue et al., 2007, p. 271). They can include insults or judgments related to many factors of identity including race, ethnicity, citizenship, gender, sexual orientation, age, educational attainment, immigration status, language, disability, socioeconomic status, and religion. We agree to be conscientious about things that are said and done in the classroom that may be considered a microaggression and respond to them when they occur. More information on microaggressions can be found in the course resources or on the links below:
 - <https://cee.ucdavis.edu/sites/g/files/dgvnsk5371/files/inline-files/2018%20Microaggressions%20JITT%20FULL.pdf>
 - https://academicaffairs.ucsc.edu/events/documents/Microaggressions_Examples_Arial_2014_11_12.pdf

- <https://pdxscholar.library.pdx.edu/cgi/viewcontent.cgi?article=1162&context=mcna>
[ir](#)
- <https://www.theatlantic.com/politics/archive/2015/09/microaggressions-matter/406090/>

2. Late assignment policy

- Students are responsible for managing the course timeline. ***No late assignments will be accepted without prior written approval from the instructor.*** Emergent/last minute assignment extensions will not be approved without appropriate documentation.

3. Communication

- This class will rely on the use of Canvas <https://login.canvas.ucdavis.edu/>. The email address you have on record with the university will be your link to course materials, communication, etc. Readings for the class can be found under files. If the reading is not provided there, the url for the resource is provided in the syllabus. You are responsible for monitoring the emails and announcements related to this class.
- Please send questions/ concerns/ requests about the class to both the instructor— Ahna Suleiman and TA—Sudikshya Bhandari. Please include CRD 149 in your subject line. Monday through Friday, 8 am – 5 pm, we will normally respond to your emails within 24 hours. Responses to emails sent after 5pm on Fridays or during the weekend or holidays may be delayed until the following week day.

4. Accommodations

- We will make accommodations that can help individuals deal with disability issues or any other issue that could be an obstacle to getting the most out of the class. Please inform the instructors as soon as possible about accommodations you need.
- Please consult the Student Disability Center <https://sdc.ucdavis.edu/> for assistance in setting up an accommodation plan for you.

5. Student Code of Conduct

- All students should be familiar with the Student Code of Academic Conduct that is located here <http://sja.ucdavis.edu/cac.html>.
- All assignments for this course are to be your own original work. For a definition and consequences of plagiarism, see the campus guide: <https://ossja.ucdavis.edu/code-academic-conduct>. When referring to other’s work, either paraphrase or quote, use appropriate citations: <https://www.library.ucdavis.edu/guide/citation-styles/>
- It is a violation of the Code of Conduct to use your own written materials from papers prepared for other classes. It is permissible to use materials and texts from other class projects, within CRD or in other departments, under these conditions:
 - You consult with and receive approval from the instructor beforehand.
 - You clearly identify the portions where you quote yourself (or collaborative work)
 - You provide a copy of the previous work you have submitted in the other class to the instructor.
 - The quoted or reused material fits seamlessly into the assignment for this class.

6. Grading

50% of the course grade will be based on students’ individual performance

- 20%—Participation (Attendance, punctuality, involvement in discussions, involvement in field placement, collaboration with CBO, teamwork, presentation of final report)

- 10%— “My Community – My Action” Paper
- 10%—Course Contribution
- 10%—Individual Reflection Paper

50% of the course grade will be based on the collective performance of their group on the group project broken out by:

- 5%—Literature Review, Description of Issue, Partner Identification, Project Description
- 5%—Research Design or Youth Engagement Plan
- 15%—Full Report Draft
- 5%—Final Group Presentation
- 20%—Final Full Report

Grade Values

94%-100% = A	83%-85% = B	73%-75% = C	63%-65% = D
90%-93% = A-	80%-82% = B-	70%-72% = C-	60%-62%= D-
86%-89% = B+	76%-79% = C+	66%-69% = D+	<60% = F

Weekly Schedule & Required Course Preparation

Overview resources

These are not required reading but may prove helpful background for the class and/or helpful in your fieldwork.

- YPAR Hub <http://yparhub.berkeley.edu/>
- Youth Activism Project <https://youthactivismproject.org/>
- Opportunity Youth United <http://oyunited.org/>
- UNICEF Youth Engagement Strategy <https://www.unicef.org/topics/youth-engagement>
- YIELD Project Youth SRHS Learning Exchange <https://www.facebook.com/groups/290707428482853/about/>
- Funders Collaborative on Youth Organizing <https://fcyo.org/>
- USAID's Youth Power <http://youthpower.org>

Session	Date	Topic/ Due Dates
1.	Wed 9/25	<p>Course Introduction & Defining Critical Terms</p> <p>Group Agreements Critical terms: Health, youth, community, development Role of technology in defining community</p> <p>Listen:</p> <ul style="list-style-type: none"> • The Rockefeller Foundation (2017). <i>Youth and the new type of activism</i>. https://www.youtube.com/watch?v=ITyZsNkN_Mg <p>Read:</p> <ul style="list-style-type: none"> • Thompson, S.R. (2014). What is health? In <i>The essential guide to public health and health promotion</i> (pp. 1-16). New York, NY: Routledge. • Chavis, D.M. & Lee, K. (2015). What is Community Anyway? <i>Stanford Social Innovation Review</i>. • Smith, M.K. (2001). 'Community' in the Encyclopedia of informal education. http://www.infed.org/community/community.htm
2.	Mon 9/30	<p>Spectrum & Strategies for youth engagement</p> <p>Read:</p> <ul style="list-style-type: none"> • Cammarota, J. & Fine, M. (2008). Youth participatory action research : A pedagogy for transformational resistance. In <i>Revolutionizing Education: Youth Participatory Action Research in Motion</i>. (pp. 1-11). Routledge Taylor & Francis Group. • Ginwright, S. & James, T. (2002). From assets to agents of change: social justice, organizing, and youth development. <i>New Directions for Youth Development</i>. 96:27-46. • Movement Strategy Center. (2005). <i>Bringing It Together: Uniting Youth Organizing, Development, and Services for Long-Term Sustainability</i>. Oakland, CA: Movement Strategy Center. p.p. 8-10 ONLY.3

		<p>Listen:</p> <ul style="list-style-type: none"> • Doin’ the work: Frontline stories of social Change. <i>Youth Organizing, Restorative Justice, Youth of Color, Community Organizing</i> – Keno Walker. https://www.stitcher.com/podcast/doin-the-work/e/56085942?autoplay=true <p>Additional References for your Review</p> <ul style="list-style-type: none"> • Christens, B.D. & Kirshner, B. (2011). Taking stock of youth organizing: An interdisciplinary perspective. In C. A. Flanagan & B.D. Christens (Eds.). <i>Youth civic development: work at the cutting edge. New Directions for Child and Adolescent Development. 134:27-41.</i> • FCYO. (2018). <i>Transforming young people and communities: New findings on the impacts of youth organizing.</i> New York, NY: Funding Collaborative on Youth Organizing. • Schulman, S. (2006). Terms of engagement: Aligning youth, adults, and organizations toward social change. <i>Journal of Public Health Management and Practice. S26-S31.</i> • Wong, N.T., Zimmerman, M.A., Parker, E.A. (2010). A typology of youth participation and empowerment for child and adolescent health promotion. <i>American Journal of Psychology. 46:100-114.</i> <p>Do: Post an artifact (link, article, blog post, image, etc.) that represents a community that you are a part of.</p>
3.	Wed 10/2	<p>Which youth? When? —Developmental science and CYD Course Project Launch</p> <p>Read:</p> <ul style="list-style-type: none"> • Suleiman, A.B., Ballard, P.J., Hoyt, L.T., Ozer, E. (2019). Applying a developmental lens to youth-led participatory action research: A critical examination and integration of existing evidence. <i>Youth and Society.</i> Online in advance of publication. • Sawyer, S.M., Azzopardi, P.S., Wickermarathne, D., Patton, G.C. (2018). The age of adolescence. <i>The Lancet Child and Adolescent Health. 2(3):223-228.</i>
4.	Mon 10/7	<p>Quantitative Data and Methods</p> <p><i>Guest Speaker: Brandon Louie Center for Regional Change</i></p> <p>Assignment Due: My Community/My Action Paper – Due by start of class</p> <p>Read:</p> <ul style="list-style-type: none"> • Luker, K. (2008). Reviewing the Literature. <i>Salsa Dancing into the Social Sciences: Research in an Age of Info-Glut</i> Cambridge, MA: Harvard University Press. pp. 76-98. • http://yparhub.berkeley.edu First, review the main pages for each of the sections under the “Investigate” tab – Existing Methods, Focus Groups, Interviews, Mapping, Observations, Photovoice, and Surveys. <i>You do not need</i>

		<p><i>to click through all of the links or activities for each of the methods – just review the main page. Once you have reviewed all of the methods, think about an issue that is important to you and one of the communities you belong to. Click on the “Investigate” tab and then click “Get Guidance” on the first page and answer the following question for your issue of interest. Make note of the methods that are identified as the best fit for your issue. How well do the proposed method(s) match with what you think would work best?</i></p> <p>Watch and/or Listen:</p> <ul style="list-style-type: none"> This American Life. (1998). Mapping – Prologue and Act 1. http://www.thisamericanlife.org/radio-archives/episode/110/mapping <p>Assignment:</p> <ul style="list-style-type: none"> Explore mapping tools related to your issue
5.	Wed 10/9	<p>Qualitative Data and Methods</p> <p><i>Guest Speaker: Carolyn Abrams, Center for Regional Change</i></p> <p>Watch and/or Listen:</p> <ul style="list-style-type: none"> Conducting a Focus Group https://www.youtube.com/watch?v=Auf9pkuCc8k <p>Read:</p> <ul style="list-style-type: none"> Weiss, R.S. (1994). Introduction Ch. 1. <i>Learning from Strangers: The Art and Method of Qualitative Interview Studies</i> (pp. 1-14). New York, NY: The Free Press. Charmaz, K. (2011). Grounded theory methods in social justice research Ch. 21. In N.K. Denzin, Y.S. Lincoln (Eds.) <i>The Sage Handbook of Qualitative Research</i> (pp. 359-380). Thousand Oaks, CA: Sage Publications, Inc. **focus on pp. 367-375. <p>Examples/templates of guides, templates.</p>
6.	Mon 10/14	<p>Equity and Equality – Underserved/under represented communities</p> <p>Assignment Due: Group Project Team and Issue – Due by start of class</p> <p>Read:</p> <ul style="list-style-type: none"> Marmot, M. (2015). <i>The Health Gap</i>. Bloomsbury Press. New York: NY. Ch. 1 – The Organization of Misery p.p. 22-48. Marmot, M. (2015). <i>The Health Gap</i>. Bloomsbury Press. New York: NY. Ch. 4 – Equity from the Start p.p. 111-142. <p>Watch and/or Listen:</p> <ul style="list-style-type: none"> Challenges in Activism for People of Color https://www.youtube.com/watch?time_continue=20&v=g2GWrBv5yNE Youth-led peacebuilding: Participatory action research. (2019) United States Institute of Peace. https://www.youtube.com/watch?v=pvsNeKlbbss

7.	Wed 10/16	<p>Youth-centered Design</p> <p><i>Guest Speaker: Laiah Idelson YTH</i></p> <p>Watch and/or Listen:</p> <ul style="list-style-type: none"> • What is Human-Centered Design (Video), Ideo.org <p>Read:</p> <ul style="list-style-type: none"> • One Youth YCD Tool Kit https://www.ycdtoolkit.com/ - read Guidelines for Working with Youth https://www.ycdtoolkit.com/youth-centred-design • O’Keefe, K., Wheeler, J., Gallarano, L. (2018). <i>The Ethics of Youth-Centered Design</i> http://www.a360learninghub.org/the-design-ethics-of-youth-centered-innovation/ • Design Thinking: A Quick Overview, Interaction Design Foundation • 5 Stages in the Design Thinking Process, Interaction Design Foundation • IDEO.org. <i>Designing For and With Girls</i>. <p>Reference:</p> <ul style="list-style-type: none"> • Ylabs http://y-labs.org • Youth Tech Health: http://yth.org • How to Bring Design Thinking Into Public Health, Public Health National Center for Innovations. • Can human-centered design bring more humanity into health care? -Deloitte. • One Youth YCD Tool Kit https://www.ycdtoolkit.com/ • Design Kit, Methods, Ideo.org.
8.	Mon 10/21	<p>Mental Health & Well-Being</p> <p><i>Guest Speaker: TBD</i></p> <p>Watch and/or Listen:</p> <ul style="list-style-type: none"> • Southworth, A. (2017). Tales from a teenage mental health advocate. TEDxPasadena. https://www.youtube.com/watch?v=pLOagmZTWmM <p>Read:</p> <ul style="list-style-type: none"> • My Brother’s Keeper – Sacramento Youth Fellowship. (2018). <i>Policy Brief</i>. No. 1. Sacramento, CA: The Center at Sierra Health Foundation. • Bailey, M. (2018). The Journey to Promoting Mental Wellness https://www.schoolhealthcenters.org/youth-in-action-blog/the-journey-to-promoting-mental-wellness/
9.	Wed 10/23	<p>Juvenile Justice & Police Relations</p> <p><i>Guest Speaker: Mikio McCulloch—UCD Police Department</i></p> <p>Watch and/or Listen:</p> <ul style="list-style-type: none"> • Kenney School Review. <i>The March for Our Lives and Intersectional Youth Organizing</i> featuring Amanda Matos and Professor Khalil Muhammad.

		<p>https://ksr.hkspublications.org/2018/04/01/the-march-for-our-lives-and-intersectionality-podcast/</p> <ul style="list-style-type: none"> The Inner Harbor Project https://www.youtube.com/watch?time_continue=74&v=d1vrpSDRm0s <p>Read:</p> <ul style="list-style-type: none"> The Inner Harbor Project. Police Training Session. International Association of Chiefs of Police. (2018). <i>Police-Youth Engagement. Practices in Modern Policing</i>. Alexandria, VA: International Association of Chiefs of Police.
10.	Mon 10/28	<p>Food Security</p> <p><i>Guest Speaker:</i> UCD Food Pantry Representatives & Chris Wong CalFresh</p> <p>Assignment Due: Group Project Literature Review, Description of Issue, Target Organization, Research Design/Youth Engagement Plan Due – Due by start of class</p> <p>Read:</p> <ul style="list-style-type: none"> Easley, J.A. (2018). UC Davis Center at vanguard of addressing food insecurity among students. <i>Student Life</i>. https://www.ucdavis.edu/news/uc-davis-center-vanguard-addressing-food-insecurity-among-students UCD Student Food Security Task Force https://leadership.ucdavis.edu/strategic-plan/task-forces/food-access-and-security Popkin, S.J., Scott, M.M., Galvez, M. (2016). Impossible choices: Teens and food insecurity in America. Washington, D.C.: Urban Institute. Louie, B. et al. (2018). <i>Building Together: Developing key partnerships to support youth-led participatory action research in CalFresh Healthy Living, University of California Programming</i>. UC Davis: Davis, CA.
11.	Wed 10/30	<p>Voting, Politics & Civic Engagement</p> <p><i>Guest Speaker:</i> Davis College Democrats & Davis College Republicans</p> <p>Watch and/or Listen:</p> <ul style="list-style-type: none"> The power of the youth vote. (2016). Mindy Romero. https://www.youtube.com/watch?v=T2jwSUhu7ok Youth engagement in politics. (2012). Jacob Helliwell. https://www.youtube.com/watch?v=vDFLzyk94k <p>Read:</p> <ul style="list-style-type: none"> Malin, H., Ballard, P.J., Damon, W. (2015). Civic purpose: An integrated construct for understanding civic development in adolescence. <i>Human Development</i>. 58:103-130. Ballard, P.J., Palova, M.K., Silbereisen, R.K., Damon, W. (2015). Diverse routes to civic participation across ages and cultures: An introduction. <i>Research in Human Development</i>. 12(1-2):1-9.

12.	Mon 11/4	<p>Immigration & Documentation</p> <p><i>Guest Speaker: Daniel Cervantes & Jennifer Calderon – Davis Youth Empowerment Program</i></p> <p>Watch and/or Listen:</p> <ul style="list-style-type: none"> • Following Their Lead: Youth In Action. Padres y Jóvenes https://www.youtube.com/watch?time_continue=26&v=l440twE4a-c <p>Read:</p> <ul style="list-style-type: none"> • Navarro et al. (2019). <i>The Wall Between Undocumented Families and Health. United We Dream.</i> • Ragos, N. (2018). Hopeful Art for Youth in Need. <i>The Aggie.</i> https://theaggie.org/2018/04/08/hopeful-art-for-youth-in-need/
13.	Wed 11/6	<p>Gender Identity & Sexual Orientation</p> <p><i>Guest Speaker: Jesse Archer & Riley Wheeler Sacramento LGBTQ Center</i></p> <p>Watch and/or Listen:</p> <ul style="list-style-type: none"> • Commonwealth Club of California Podcast. (2018). <i>Gavin Grimm: Youth Activism and LGBTQ Rights.</i> https://player.fm/series/commonwealth-club-of-california-podcast/gavin-grimm-youth-activism-and-lgbtq-rights <p>Read:</p> <ul style="list-style-type: none"> • Russel, S.T., Toomey, R.B., Crockett, J., Laub, C. (2010). LGBT politics, youth activism, and civic engagement. In L.R. Sherrod, J. Tourney-Purta, C.A. Flanagan. (Eds). <i>Handbook of Research on Civic Engagement in Youth.</i> John Wiley & Sons, Inc. p.p. 471-494. – need to download
	Mon 11/11	No Class – Veteran’s Day
14.	Wed 11/13	<p>Sexual and Reproductive Health & Justice</p> <p><i>Guest Speaker: Amy Uccello Population Services International (PSI)</i></p> <p>Watch and/or Listen:</p> <ul style="list-style-type: none"> • A360’s Approach https://a360learninghub.org/about-us/ • GOJoven International 10 years 10 Años https://www.youtube.com/watch?v=2b1xccVOlki&feature=youtu.be • Please watch at least one of the GOJoven Digital Stories found at https://gojoven.org/gojoven_videos/jacinta-chan-pech-gojoven-fellow-mexico-2008/ • YWOC4RJ https://advocatesforyouth.org/campaigns/young-womxn-of-color-are-the-future/ <p>Read:</p> <ul style="list-style-type: none"> • Catino, J., Battistini, E., & Babcheck, A. (2019). <i>Young People Advancing Sexual and Reproductive Health: Toward a New Normal.</i> YEILD Project. Read pp. 4-10; 50-52 and at least one of the Learning sections. • Blueprint for Sexual and Reproductive Health, Rights and Justice Partner

		<p>Organizations. (2019) Read: <i>Executive Summary</i>. pp. 2-14 and <i>End Barriers to Care for Young People</i>. pp. 66-70.</p> <ul style="list-style-type: none"> • Advocates for Youth. (2017). <i>2017 Youth Policy Agenda</i>. (skim over) <p>Additional Resources:</p> <ul style="list-style-type: none"> • Luna, Z. & Luker, K. (2013). Reproductive Justice. <i>Annual Review of Law and Society</i>. 9:327-52. • Fortenberry, J.D. (2014). Sexual learning, sexual experience, and healthy adolescent sex. In E. S. Lefkowitz & S.A. Vasilenko (Eds). <i>Positive and negative outcomes of sexual behaviors. New Directions for Child and Adolescent Development</i>. • YTH. (2017). <i>Techsex: Youth Sexuality and Health Online</i>.
15.	Mon 11/18	<p>Educational Attainment & Equity <i>Guest Speaker: Marcus Strother, Dylan Fisher, Davin Veiga — Sacramento City Unified School District Youth Development Team</i></p> <p>Watch and/or Listen:</p> <p>Read:</p> <ul style="list-style-type: none"> • Joselowsky, F. (2007). Youth engagement, High School reform, and improved learning outcomes: Building systemic approaches for youth engagement. <i>NASSP Bulletin</i>. 91(3):257-276. • Renée. M. (2011). The growing field of youth organizing for educational justice. <i>Voices in Urban Education: Youth Organizing for Educational Reform</i>. Annenberg Institute for School Reform. • RYSE Center: Education & Justice Overview. https://rysecenter.org/education-justice
16.	Wed 11/20	<p>Environmental Justice <i>Guest Speaker: Claire Napawan – UCD</i></p> <p>Assignment Due: Last day for course contributions</p> <p>Watch and/or Listen:</p> <ul style="list-style-type: none"> • Podcast: Youth Organizing for Environmental Justice. <i>Why Isn't Anyone Talking About This?</i> http://whysisntanyone.com/2017/09/30/youth-organizing-for-environmental-justice/ • Greta Thunberg "Our House is on Fire" (2019). World Economic Forum https://www.youtube.com/watch?time_continue=22&v=zrF1THd4bUM • Earth Guardians https://upliftconnect.com/inspiring-song-by-youth-activists/ <p>Read:</p> <ul style="list-style-type: none"> • Quiroz-Martinez, J., Pei Wu, D., Zimmerman, K. (2005). <i>ReGeneration: Young People Shaping Environmental Justice</i>. Movement Strategy Center. Oakland, CA. Read Introduction pp. 4-12; and one of the <i>Findings from the Field</i>. • <i>An Overview of Youth Leadership in the Environmental Justice Movement</i>. From the Second National People of Color Environmental Leadership Summit.

		<p>Washington, D.C. 2002.</p> <p>Resources:</p> <ul style="list-style-type: none"> • https://www.fridaysforfuture.org/
17.	Mon 11/25	<p>Project Work Day</p> <p>Assignment Due: Full Report Draft – Due by start of class</p>
18.	Wed 11/27	<p>Project Work Day</p>
19.	Mon 12/2	<p>Calming Critical Consciousness - Self-Care</p> <p>Watch and/or Listen:</p> <p>Read:</p> <ul style="list-style-type: none"> • Zimmerman, K., Pathikonda, N., Salgado, B., James, T., (2010). <i>Out of the Spiritual Closet: Organizers Transforming the Practice of Social Justice</i>. Oakland, CA: Movement Strategy Center. • Spartaro. J. (2016). The toll activism takes on your body: Trying to make the world a better place can ravage your body, one protest at a time. <i>Vice</i>. https://www.vice.com/en_us/article/kwznqx/the-toll-activism-takes-on-your-body
20.	Wed 12/4	<p>Student Presentations</p>
21.	Wed 12/11	<p><i>Final papers and Individual Reflection Paper Due on Smart Site by 5:00 pm</i></p>