Instructor: Gretchen Brion-Meisels

Course Structure
This course will meet once a week from 10am – 1pm on Thursdays. For the most part, the course will operate as a seminar; students will be expected to participate regularly and contribute actively to the shaping of the space. While teacher leaders may bring material into class to support learning, lectures will be rare and focused on supplementing the readings with useful information. The course flow is organized into three sections: section one focuses on the why of the work, section two on the how, and second three on critical tensions of the work. Students are required to be engaged in a project around partnering with youth throughout the seminar, with a particular focus on this project during the second half of our time together.

Goals and Approach of the Course
There is a growing body of evidence that schools, community-based organizations, educators and adolescents themselves benefit from initiatives that authentically engage the perspectives of youth. Around the world, adults and youth are partnering to research, build, and improve learning opportunities across developmental domains. This course will explore how educators are partnering with youth in both research and practice-based settings. To do this, we will begin by looking at theoretical and empirical arguments about the importance of youth voice initiatives, as well as different frameworks for engaging in this work. We will then spend time exploring three broad contexts in which educators frequently partner with youth: (1) school-based reform initiatives; (2) arts-based social justice pedagogy; and (3) youth participatory action research. The focus of the course will be on partnering with U.S. youth ages 14-21; however, students with an interest in youth living internationally or children are welcome to join our community. The class will take the form of a seminar with significant time for students to grapple with common problems of practice. All students will be required to engage in a semester-long project around the topic of partnering with youth.

Although built to be intentionally flexible based on the interests of students, this class aims to provide all students with: (1) empirical evidence of the importance and utility of including youth voices and perspectives in schools, community-based organizations and research projects; (2) practical tools and insights for how to best incorporate youth voices into schools, community-based organizations, and research projects; and, (3) a clear sense of the theoretical and ethical dilemmas that arise when adults and youth collaborate. Students who take the class will be asked to either complete a substantial project in a school or community-based organization that collaborates with youth or more carefully cull existing literature for insights on cross-generational collaboration.
Course Readings

Readings and topics are listed below for each class. There is one required text for this course. Electronic journal articles are hyperlinked whenever possible; however, if the link does not work we encourage you to enter the relevant information into Citation Linker. Any other material accessible via the Internet is listed with a web address. Readings in the S501 course iPac can be found in the iPac section of the course website; these are also hyperlinked, whenever possible. **Readings are listed in order of importance, unless otherwise noted (e.g., “choose one”).**

We have intentionally chosen to structure this class around a set of readings that will we believe will push our collective thinking and help us dive deep into some difficult conversations about partnering with youth. There is a growing body of literature about the power and wisdom of partnering with youth, and we will certainly not get to all of it in this class. With that said, we encourage you to bring in additional readings that you believe are relevant and, especially those that might push our collective thinking in a new direction.

Readings should be completed prior to the class for which they are assigned. This will facilitate discussion and integration of the material. The course outline and required readings may be modified over the semester to reflect student interests and new discoveries. If this occurs, we may add additional readings on a given topic as they come up, or there might be additional reading for section. Any change to the readings will be announced in advance.

There is one required BOOK for this course, which may be available at the COOP and can also be ordered online.

Additional Resources

In addition to the required texts, we want to provide you with a list of some of our favorite texts below, for your ongoing reference. (You do not need to buy these.) This list is “living” on our website and we encourage you to add to it!


We also encourage you to check out the following websites:

- The Public Science Project at CUNY ([http://publicscienceproject.org](http://publicscienceproject.org))
- YPAR Hub ([http://yparhub.berkeley.edu/](http://yparhub.berkeley.edu/))
- The Mestizo Arts & Activism Project. ([http://maacollective.org](http://maacollective.org))
- Brinton Lykes personal website with PAR resources ([https://www2.bc.edu/~lykes/research.htm](https://www2.bc.edu/~lykes/research.htm))
- The Freechild Project ([http://www.freechild.org/YouthVoice/publications.htm](http://www.freechild.org/YouthVoice/publications.htm))
- Sound Out ([http://soundout.org](http://soundout.org))
- Cultural Organizing Blog ([http://culturalorganizing.org](http://culturalorganizing.org))
- Youth on Board ([http://www.youthonboard.org/](http://www.youthonboard.org/))
- Adam Fletcher’s website ([http://adamfletcher.net/products/articles/](http://adamfletcher.net/products/articles/))
- Gardner Center @ Stanford, YELL Curriculum ([http://gardnercenter.stanford.edu/our_work/yell.html](http://gardnercenter.stanford.edu/our_work/yell.html))
- Youth Activism Project ([http://youthactivismproject.org/](http://youthactivismproject.org/))
- Center for Youth Voice @ WKCD ([http://www.centerforyouthvoice.org/Home.html](http://www.centerforyouthvoice.org/Home.html))

Again, we encourage you to bring in additional readings that you believe are relevant and, especially those that might push our collective thinking in a new direction.
Class Policies

Students are expected to be on time to all classes and to hand in all assignments on time. This includes completing the readings and uploading the written assignments to the appropriate place on Canvas before the class in which they are due. Students who miss more than one class — or are significantly late to more than one class — without prior permission or a medical excuse, will lose points on their class participation grade.

Students in need of one-time extensions should contact Professor Brion-Meisels; extensions will not be granted within 24 hours of an assignment due date, except in extreme circumstances. When no extension has been granted, assignments will lose 5 points per day that they are late.

Students in need of accommodations should contact XXXXXXXXXXXXXXX. Regardless of whether you have accommodations, please make sure that you request an extension from Professor Brion-Meisels for any assignment for which you need extra time.

In line with the school’s policy on academic integrity, students are expected to submit original work to this class, and are not allowed to submit work that has also been submitted elsewhere without prior permission from both instructors. Per Dean Terry Long’s earlier email, some common mistakes include:

- When paraphrasing, not using entirely different words, sentence structure, and order of ideas.
- Failing to list all sources in your reference list
- Not listing a page number when quoting verbatim text
- Not including the date of the publication when listing the author
- Not properly citing information that is referred to only by a secondary source. (i.e., you need to make it clear when you are quoting someone else’s quote, not the original source)

Please be sure to carefully cite all your sources, and attribute ideas that are not your own to the proper source. In this course, we use APA citation rules.

If you feel like you need a refresher, here are links to the on-line tutorials you were required to complete during orientation:

- Principles of Paraphrasing: How to Avoid Inadvertent Plagiarism in Three Easy Modules
- APA Exposed: Everything You Have Always Wanted to Know About APA Format but Were Afraid to Ask

You can also seek out resources at Academic Writing Services, including their website, which has a number of writing guides.
Access to Support

For APA support: All assigned papers must adhere to APA Style. We highly encourage you to take the brief online tutorial, APA Exposed, at Gutman Library (http://isites.harvard.edu/ecb/ecb.do?keyword=apa_exposed). The OWL at Purdue University also has a very accessible online reference resource (http://owl.english.purdue.edu/owl/resource/560/01/). In addition, it may be useful to borrow or purchase a copy of the current APA Publication Manual (6th edition).

For academic support:
At HGSE, XXXX supports students who need accommodations or have questions about academic support services. She can be found in XXXX.

In addition, HGSE students have free access to academic support services at the Bureau of Study Counsel (http://bsc.harvard.edu/icb/icb.do), which include personal, group, and workshop format supports.

For social or emotional support:
At HGSE, XXXX supports students who are experiencing stress or distress that may be interfering with their coursework. This stress or distress may be school-related or may be due to factors outside of HGSE.

In addition, HGSE students have free access to therapeutic support services at University Health Services including both individual and group counseling.
# Schedule at a Glance

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>January 25</td>
<td>Why partner with youth in educational research and practice?</td>
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<tr>
<td>February 1</td>
<td>Pedagogies of hope and liberation</td>
<td></td>
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<tr>
<td>February 8</td>
<td>Building knowledge collectively</td>
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<tr>
<td>February 15</td>
<td>Moving from pedagogy to action</td>
<td>Reflection on your Epistemological Stance</td>
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<tr>
<td>February 22</td>
<td>Doing Youth Participatory Action Research</td>
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<tr>
<td>March 1</td>
<td>How can we best engage youth in shaping the values, structures and practices of schools?</td>
<td>Reflection Response</td>
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<tr>
<td>March 8</td>
<td>How can we best engage youth in shaping the values, structures and practices of communities?</td>
<td></td>
</tr>
<tr>
<td>March 15</td>
<td>SPRING RECESS</td>
<td></td>
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<tr>
<td>March 22</td>
<td>How can we best engage youth in shaping the values, structures and practices of research?</td>
<td></td>
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<tr>
<td>March 29</td>
<td>Confronting our own baggage: Identity &amp; power</td>
<td>Contribution to problems of practice (in class)</td>
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<tr>
<td>April 5</td>
<td>Building relationships with youth: Bridges &amp; boundaries</td>
<td></td>
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<tr>
<td>April 12</td>
<td>Building relationships among youth: Creating democratic communities</td>
<td></td>
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<tr>
<td>April 19</td>
<td>Building critical consciousness: Teaching vs. facilitating</td>
<td></td>
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<tr>
<td>April 26</td>
<td>(Exam Period) Sharing Out &amp; Looking Ahead</td>
<td>Project presentations</td>
</tr>
<tr>
<td>May 4</td>
<td>(no class)</td>
<td>Final Journal &amp; Class Participation grade due</td>
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Why & how should we partner? Examples from the field Tensions in the work
Course Assignments

Opening or Closing Video/Text (10%): At one point during the semester, you will be asked to identify and bring an opening or closing text to help us “transition in” or “transition out” of class. These are typically videos, music, art or other texts that are youth-generated and/or youth-driven, and help us practice listening. They are intended to be food for thought, inspiration, and evidence of the power of young peoples’ ideas. **We ask that you be mindful of the voices that we have not heard often in our class, as you search for your text.** If possible, we encourage you to try and connect them to the topic of the day or current events.

Reflection on Your Epistemology (20%): During the first half of class, you will be asked to write a reflective memo on your own epistemological stance and how it has developed over time. You will also be asked to connect these ideas about epistemology to assumptions that you may have when you enter a research project (or other space) with youth. (3-5 pages)

Reflection Response (10%): Each person in the class will read and respond to a partner’s reflection on their epistemology. Partners will be assigned based on a method agreed upon by the class. Your memo response is expected to be supportive and validating, first and foremost. However, we also hope that you will use this as an opportunity to draw connections, to push your colleagues, and to push your own thinking. (1 page)

Semester-long Project (30%): Over the course of the semester you will engage in a project of your choice that involves either: collaborating with youth in a school or community-based organization, planning for a future collaboration with youth, or designing a YPAR study. Class activities will involve some scaffolding for choosing this project, which will likely occur in teams.

Final Reflection (individual assignment) (20%): This is an opportunity for you to summarize what you are taking from the class, where you continue to struggle with this material, and how you see this class influencing your work moving forward, if at all. We will encourage you to read your early writings before completing this reflection, such that you can consider any shifts in your own thinking over the course of the semester. The goal here is to speak out loud authentic connections to your work moving forward, even if these connections relate to a critique of the field, the literature, or the course itself. (2-3 pages)

Class Participation (10%): Participation is critical, as we collaboratively grapple with complicated issues of safety, identity and power. Thus, attendance will be counted toward the final grade. Students may be late or absent from one class without being penalized. **You will be asked to contribute to the assessment of your own class participation grade.**
Grading Overview (percentiles may change slightly as class unfolds)

To calculate your grade, we will use the following guidelines:

<table>
<thead>
<tr>
<th>Grading Plan</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening/Closing Text</td>
<td>10%</td>
<td>You will be asked to bring an opening or closing text for our class; this will be graded with a “P” if it is uploaded on time. (P/F)</td>
</tr>
<tr>
<td>Epistemology Reflection</td>
<td>20%</td>
<td>Letter grade based on commitment to honest self-reflection, completion of the journal prompt, and clarity/organization of writing.</td>
</tr>
<tr>
<td>Reflection Response</td>
<td>10%</td>
<td>Letter grade, with the assumption that most students will receive an A for providing a supportive, thoughtful, and on-time response.</td>
</tr>
<tr>
<td>Final Project</td>
<td>30%</td>
<td>80% of this grade will come from the teaching team; graded on a 0-100 point scale. Your partners, reflecting upon your specific contributions to the project, will generate the last 20%. (If you do not have partners, we will generate the entire grade.)</td>
</tr>
<tr>
<td>Final Reflection</td>
<td>20%</td>
<td>Letter grade based on commitment to honest self-reflection, completion of the journal prompt, and clarity/organization of writing.</td>
</tr>
<tr>
<td>Class Participation</td>
<td>10%</td>
<td>Students who are absent from or tardy to more than one class without accommodations will lose class participation points. In addition, students who do not participate regularly in small or large groups, or who do not complete the readings, will lose class participation points.</td>
</tr>
</tbody>
</table>
SECTION ONE: THE EMPIRICAL BASIS OF OUR WORK

January 25 — Why partner with youth in educational research and practice?

Required Readings:

Additional readings that support the work:
- These two white papers are also helpful:
  - Building Transformative Youth Leadership: Data on the Impacts of Youth Organizing, Funders’ Collaborative on Youth Organizing (2011)
February 1 — Pedagogies of hope and liberation

Required Readings:

- OR, feel free to watch: [https://www.youtube.com/watch?v=8z1gwmg dismissed]

Additional readings that support the work:

February 8 — Building knowledge collectively

Required Readings:


Additional readings that support the work:

February 15 — Moving from pedagogy to action

Required Readings:

Additional readings that support the work:
SECTION TWO: DIGGING INTO THE WORK – EXAMPLES FROM THE FIELD

February 22 — Doing Youth Participatory Action Research

Required Readings:
- Watch: Youth Participatory Action Research: A Tool to Address School Climate Issues. Watch at: https://www.youtube.com/watch?v=SricMtRLBdkVideo
- Watch: Voices of Youth in Chicago Education (VOYCE). Watch at: https://www.youtube.com/watch?v=1.25zCvH5y10
- Pick One Story to read/watch here: http://yparhub.berkeley.edu/ypar-in-action/

Additional readings that support the work:

Painting for Peace in Ferguson
Ferguson, MI ©Andrea McMurray
March 1 — Partnering with youth to shape the values, structures and practices of schools

READ:

AND PICK TWO TO READ:

OR feel free to pick a different chapter from the recent NSSE Yearbook:

AND PICK ONE to WATCH:
- *Precious Knowledge*, available on reserve at Gutman library (or for rent@ [https://vimeo.com/ondemand/preciousknowledge](https://vimeo.com/ondemand/preciousknowledge))
Partnership with youth in educational research and practice

Additional readings that support the work:


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March 8 — Partnering with youth to shape the values, structures and practices of communities

PICK THREE TO READ:


AND WATCH BOTH:

- “Youth Affordabili(T) Coalition (YAC) rally against the MBTA” download from [https://www.youtube.com/watch?v=eXpZfWX2doU](https://www.youtube.com/watch?v=eXpZfWX2doU)
- vicTory” download from [https://www.youtube.com/watch?v=sjrKfE-4NR8](https://www.youtube.com/watch?v=sjrKfE-4NR8)

Additional readings that support the work:


March 15 — Spring Recess
March 22 — Partnering with youth to shape the values, structures and practices of research

Required Readings


Additional readings that support the work:


March 29 — Confronting our own baggage: Identity & power

April 5 — Building relationships with youth: Bridges & boundaries

April 12 — Building relationships among youth: Creating democratic communities

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1 The Youth on Board website has a number of other relevant and useful publications, some of which are free. www.youthonboard.org
April 19 — Building critical consciousness: Teaching vs. facilitating


Additional readings that support the work:

SECTION FOUR: SHARING OUR WORK

April 26 — Project presentations & looking forward

May 3 — Final reflections & class participation grades due

Floating quote by Cornel West