



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 section 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.

Mirra, N., Garcia, A., & Morrell, E. (2016). *Doing youth participatory action research: Transforming inquiry with researchers, educators and students*. New York, NY: Routledge.



Mural @16th and Peoria Streets, Chicago, IL ©2012, OverUnder

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!

- Brown, T.M., & Rodríguez, L.F. (Eds.). (2009, Fall). Youth in participatory action research. *New directions for youth development (Vol. 123)*. San Francisco, CA: Jossey-Bass.
- Cammarota, J., & Fine, M. (2008). *Revolutionizing education: Youth participatory action research in motion*. New York, NY: Routledge.
- Duncan-Andrade, J., & Morrell, E. (2008). *The art of critical pedagogy: Possibilities for moving from theory to practice in urban schools*. New York, NY: Peter Lang.
- Fine, M. (2018). *Just research in contentious times*. New York, NY: TC Press.
- Ginwright, S.A. (2010). *Black youth rising: Activism and radical healing in urban America*. New York, NY: TC Press.
- Ginwright, S. (2015). *Hope and healing in Urban Education: How Urban Activists and Teachers are Reclaiming Matters of the Heart*. New York, NY: Taylor & Francis.
- Kirshner, B. (2015). *Youth activism in an era of education inequality*. New York, NY: NYU Press.
- Mitra, D. (2008). *Student voice in school reform: Building youth-adult partnerships that strengthen schools and empower youth*. New York: SUNY Press.

We also encourage you to check out the following websites:

- The Public Science Project at CUNY (<http://publicscienceproject.org>)
- YPAR Hub (<http://yparhub.berkeley.edu/>)
- The Mestizo Arts & Activism Project. (<http://maacollective.org>)
- Brinton Lykes personal website with PAR resources (<https://www2.bc.edu/~lykes/research.htm>)
- The Freechild Project (<http://www.freechild.org/YouthVoice/publications.htm>)
- Sound Out (<http://soundout.org>)
- Cultural Organizing Blog (<http://culturalorganizing.org>)
- Youth on Board (<http://www.youthonboard.org/>)
- Research for organizing (<http://www.researchfororganizing.org/index.php?page=about-this-toolkit>)
- Adam Fletcher's website (<http://adamfletcher.net/products/articles/>)
- Gardner Center @ Stanford, YELL Curriculum (http://gardnercenter.stanford.edu/our_work/yell.html)
- Youth Activism Project (<http://youthactivismproject.org/>)
- Center for Youth Voice @ WKCD (<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.**



Presente, a tribute to the Mission Community

©2015, Folsom & 24th Streets

red Alvarado and Max Marttila with the Urban Youth Arts Program

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 XXXXXXXXXXXXXXXX. 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.



Building Bridges of Solidarity – Breaking down Barriers
 San Francisco, CA
 24th and Capp Streets, ©1997
 HOMEY, artists
 Eric Norberg & Mike Ramos

Schedule at a Glance

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

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:

S501 Grading Plan		
Opening/Closing Text	10%	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)
Epistemology Reflection	20%	Letter grade based on commitment to honest self-reflection, completion of the journal prompt, and clarity/organization of writing.
Reflection Response	10%	Letter grade, with the assumption that most students will receive an A for providing a supportive, thoughtful, and on-time response.
Final Project	30%	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.)
Final Reflection	20%	Letter grade based on commitment to honest self-reflection, completion of the journal prompt, and clarity/organization of writing.
Class Participation	10%	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.



SECTION ONE: THE EMPIRICAL BASIS OF OUR WORK

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

Required Readings:

- Akom, A.A., Cammarota, J., & Ginwright, S. (2008). Youthtopias: Towards a new paradigm of critical youth studies. *Youth Media Reporter*, 2(4), 1-30. Downloaded from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.574.3869&rep=rep1&type=pdf>
- Ozer, E. (2017). Youth-led participatory action research: Overview and potential for enhancing adolescent development. *Child Development Perspectives*, 11(3), 173-177. <http://onlinelibrary.wiley.com.ezp-prod1.hul.harvard.edu/doi/10.1111/cdep.12228/full>
- Cerecer, A.Q., Cahill, C., & Bradley, M. (2013). Toward a critical youth policy praxis: Critical youth studies and participatory action research. *Theory Into Practice*, 52(3), 216-223. <http://www.tandfonline-com.ezp-prod1.hul.harvard.edu/doi/pdf/10.1080/00405841.2013.804316>
- Bonilla, J. (Jan 2, 2017). Pull up one more chair for youth. *Youth Today*. Downloaded from <http://youthtoday.org/2017/01/pull-up-one-more-chair-for-youth/>
- Cook-Sather, A. (2006). Student voice in educational research and reform. *Curriculum Inquiry* 36(4), 359-390. http://repository.brynmawr.edu/cgi/viewcontent.cgi?article=1011&context=edu_pubs

Additional readings that support the work:

- Mitra, D., Serriere, S., & Kirshner, B. (2014). Youth participation in U.S. contexts: Student voice without a national mandate. *Children & Society*, 28(3), 292-304. <http://onlinelibrary.wiley.com.ezp-prod1.hul.harvard.edu/doi/10.1111/chso.12005/epdf>
- Ozer, E., & Wright, D. (2012). Beyond school spirit: The effects of youth-led participatory research in two urban high schools. *Research on Adolescence*, 22(2), 267-283. <http://onlinelibrary.wiley.com.ezp-prod1.hul.harvard.edu/doi/10.1111/j.1532-7795.2012.00780.x/epdf>
- Mitra, D.L. (2004). The significance of students: Can increasing “student voice” in schools lead to gains in youth development? *Teachers College Record*, 106(4), 651-688. <http://www.tcrecord.org.ezp-prod1.hul.harvard.edu/library/content.asp?contentid=11531>
- Mitra, D.L., & Serriere, S.C. (2012). Student voice in elementary school reform: Examining youth development in fifth graders. *American Educational Research Journal*, 49(4), 743-774. <http://aer.sagepub.com.ezp-prod1.hul.harvard.edu/content/49/4/743.full.pdf+html>
- Terriquez, V. (2015). Training youth activists: Grassroots organizing and youth civic and political trajectories. *Sociological perspectives*, 58(2), 223-242. <http://spx.sagepub.com.ezp-prod1.hul.harvard.edu/content/58/2/223.full.pdf+html>
- Fletcher, A. (Jan 2015) Intro to meaningful student involvement. *SoundOut*. Downloaded from <http://soundout.org/intro-to-meaningful-student-involvement-2/>
- Checkoway, B. (2011). What is youth participation? *Children and youth services review*, 33(2), 340-345. <http://www.sciencedirect.com.ezp-prod1.hul.harvard.edu/science/article/pii/S0190740910003270>
- Zeldin, S., Gauley, J., Krauss, S.E., Kornbluh, M., & Collura, J. (2015). Youth-adult partnership and youth civic development: Cross-national analyses for scholars and field professionals. *Youth & Society*, 1-28. Downloaded from <http://yas.sagepub.com.ezp-prod1.hul.harvard.edu/content/early/2015/07/31/0044118X15595153.full.pdf+html>
- These two white papers are also helpful:
 - [Building Transformative Youth Leadership: Data on the Impacts of Youth Organizing, Funders' Collaborative on Youth Organizing \(2011\)](#)
 - [Youth Organizing for Education Reform: Voices in Urban Education, Annenberg Institute for School Reform \(2012\)](#)

February 1 — Pedagogies of hope and liberation

Required Readings:

- Freire, P. (1985). Reading the world and reading the word: An interview with Paulo Freire. *Language Arts*, 62(1), 15-21. <http://www.jstor.org.ezp-prod1.hul.harvard.edu/stable/pdf/41405241.pdf?acceptTC=true>
- Duncan-Andrade, J. (2009). Note to educators: Hope required when growing roses in concrete. *Harvard Educational Review*, 181-194. <http://crescendoedgroup.org/wp-content/uploads/2014/03/Duncan-Andrade-J.-2009-Hope-Required.pdf>
- **OR**, feel free to **watch**: <https://www.youtube.com/watch?v=8z1gwmkgFss>
- Cabrera, N.L., Meza, E.L., Romero, A.J., & Rodriguez, R.C. (2013). "If there is no struggle, there is no progress": Transformative youth activism and the school of ethnic studies. *Urban Review*, 45(1), 7-22. Downloaded from <http://link.springer.com.ezp-prod1.hul.harvard.edu/article/10.1007/s11256-012-0220-7>
- Cammarota, J. (2016). The praxis of ethnic studies: Transforming second sight into critical consciousness. *Race Ethnicity and Education*, 1-19. Downloaded from <http://www.tandfonline-com.ezp-prod1.hul.harvard.edu/doi/pdf/10.1080/13613324.2015.1041486>

Additional readings that support the work:

- Tintiangco-Cubales, A., Kohli, R., Sacramento, J., Henning, N., Agarwal-Rangnath, R., & SLeeter, C. (2014). Toward an ethnic studies pedagogy: Implications for K-12 schools from the research. *Urban Review*, 47(1). Downloaded from <http://whereareyouquetzalcoatl.com/mesofigurineproject/EthnicAndIndigenousStudiesArticles/delosRios2014.pdf>
- Tintianco-Cubales, A., Daus-Magual, A., Desai, M., Sabac, A., Torres, M.V. (2016). Into our hoods: Where critical performance pedagogy births resistance. *International Journal of Qualitative Studies in Education*, 29(10), 1308-1325. <http://www.tandfonline-com.ezp-prod1.hul.harvard.edu/doi/pdf/10.1080/09518398.2016.1201165?needAccess=true>
- Cammarota, J., & Romero, A.F. (2009). A social justice epistemology and pedagogy for Latina/o students: Transforming public education with participatory action research. *New Directions for Youth Development*, 123, 53-65. <http://onlinelibrary.wiley.com.ezp-prod1.hul.harvard.edu/doi/10.1002/ymd.314/pdf>
- Rincón-Gallardo, S. (2015). Chapter 11: Los talleres: A CONAFE post-primary center (Mexico 1996-2003). In E. Rodríguez (Ed.), *Pedagogies and Curriculum to (Re)Imagine Public Education: Tales of Hope and Resistance*. New York, NY: Springer. Download from http://link.springer.com.ezp-prod1.hul.harvard.edu/chapter/10.1007%2F978-981-287-490-0_11
- Duncan-Andrade, J., & Morrell, E. (2008). *The art of critical pedagogy: Possibilities for moving from theory to practice in urban schools*. New York, NY: Peter Lang. **(on reserve)**
- Ginwright, S. (2015). *Hope and healing in urban education: How urban activists and teachers are reclaiming matters of the heart*. New York, NY: Routledge. **(on reserve)**
- Ginwright, S., & Noguera, P. (2006). Beyond resistance! Youth activism and community change: New democratic possibilities. New York, NY: Routledge. **(on reserve; can also be downloaded from <https://excorethinkingschools.files.wordpress.com/2011/04/beyond-resistance-ed-pedro-noguera.pdf>)**
- Freire, A.M.A., & Macedo, D. (1998). *The Paulo Freire Reader*. New York, NY: Continuum. **(on reserve)**



The Super Heroes

West Street Mural, Oakland, CA ©2014, West Oakland Middle School, ArtEsteem Students

February 8 — Building knowledge collectively

Required Readings:

- Caraballo, L., Lozenski, B.D., Lysicott J.J., & Morell, E. (2017). YPAR and critical epistemologies: Rethinking education research. *Review of Research in Education*, 41(1), 311-336. <http://journals.sagepub.com.ezp-prod1.hul.harvard.edu/doi/pdf/10.3102/0091732X16686948>
- Tuck, E. (2009). Suspending damage: A letter to communities. *Harvard Educational Review*, 79(3), 409-427. <http://hepgjournals.org.ezp-prod1.hul.harvard.edu/doi/pdf/10.17763/haer.79.3.n0016675661t3n15>
- Rodriguez, L.F., & Brown, T. (2009). From voice to agency: Guiding principles for participatory action research with youth. *New Directions for Youth Development*, 123, 19-34. <http://onlinelibrary.wiley.com.ezp-prod1.hul.harvard.edu/doi/10.1002/yd.312/pdf>
- Bautista, M.A., Bertrand, M., Morrell, E., Scorza, D., & Matthews, C. (2013). Participatory action research and youth: Methodological insights from the Council of Youth Research. *Teachers College Record*, 115(10), 1-23. <http://www.tcrecord.org.ezp-prod1.hul.harvard.edu/library/content.asp?contentid=17142>

Additional readings that support the work:

- Cammarota, J., & Fine, M. (2008). Youth participatory action research: A pedagogy for transformational resistance (pp.1-13). *Revolutionizing education: Youth participatory action research in motion*. New York, NY: Routledge. http://ecoed.wikispaces.com/file/view/Revolutionizing_Education_Youth_Participatory_Action_Research_Critical_Youth_Studies_.pdf
- Mitra, D.L., & Gross, S.J. (2009). Increasing student voice in high school reform: Building partnerships, improving outcomes. *Educational Management, Administration & Leadership*, 37(4), 522-543. (iPac)
- Freire, A.M.A., & Macedo, D. (1998). *The Paulo Freire Reader*. New York, NY: Continuum. (on reserve)



Passing Wisdom, Planting Seeds // ©2016, Groundswell
1401 Bedford Avenue Brooklyn, NY

February 15 — Moving from pedagogy to action

Required Readings:

- Warren, M.R., Mira, M., & Nikundiwe, T. (2008). Youth organizing: From youth development to school reform. *New Directions for Youth Development*, 2008(117), 27-42. <http://onlinelibrary.wiley.com.ezp-prod1.hul.harvard.edu/doi/10.1002/yd.245/epdf>
- Kuttner, P. (2015). What is cultural organizing? *Cultural organizing blog: Working for justice at the intersection of art, activism, education and culture*. Downloaded from <http://culturalorganizing.org/what-is-cultural-organizing/>
- Ginwright, S. (2015). Chpt. 2: Transforming trauma into hope and power. *Hope and healing in urban education: How urban activists and teachers are reclaiming matters of the heart*. New York: Taylor Francis. (iPac)
- Delgado, M., & Staples, L. (2008). Chapter 4: Guiding principles and analytic framework. In M. Delgado & L. Staples, *Youth-led community organizing*, pp. 76-94. New York, NY: Oxford University Press. (iPac)

Additional readings that support the work:

- Kirsher, B. (2015). *Youth activism in an era of education inequality*. New York, NY: NYU Press.
- Taines, Cynthia. (2012). Intervening in Alienation: The Outcomes for Urban Youth of Participating in School Activism. *American Educational Research Journal*, 49(1), 53-86. Downloaded from <http://aer.sagepub.com.ezp-prod1.hul.harvard.edu/content/49/1/53.full.pdf+html>
- Ginwright, S., & Noguera, P. (2006). *Beyond resistance! Youth activism and community change: New democratic possibilities*. New York, NY: Routledge. (on reserve; can also be downloaded from <https://excorethinkingschools.files.wordpress.com/2011/04/beyond-resistance-ed-pedro-noguera.pdf>)
- Christens, B.D., & Kirshner, B. (2011). Taking stock of youth organizing: An interdisciplinary perspective. *New Directions for Child and Adolescent Development*, 134, 27-41. <http://onlinelibrary.wiley.com.ezp-prod1.hul.harvard.edu/doi/10.1002/cd.309/epdf>
- Ginwright, S. & James, T. (2002). From assets to agents of change: Social justice, organizing, and youth development. *New Directions for Youth Development*, 96, 27-45. <http://onlinelibrary.wiley.com.ezp-prod1.hul.harvard.edu/doi/10.1002/yd.25/pdf>

Shepard Fairey,
1401 Hamilton Ave, Cincinnati, OH
© 2014



SECTION TWO: DIGGING INTO THE WORK – EXAMPLES FROM THE FIELD

February 22 — Doing Youth Participatory Action Research

Required Readings:

- Mirra, N., Garcia, A., & Morrell, E. (2016). *Doing youth participatory action research: Transforming inquiry with researchers, educators and students*. New York, NY: Routledge. [required text]
- **Watch:** Youth Participatory Action Research: A Tool to Address School Climate Issues. Watch at: <https://www.youtube.com/watch?v=SricMtRiBdkVideo>
- **Watch:** Voices of Youth in Chicago Education (VOYCE). Watch at: <https://www.youtube.com/watch?v=L25zCvH5y10>
- **Pick One Story to read/watch here:** <http://yparhub.berkeley.edu/ypar-in-action/>

Additional readings that support the work:

- Cammarota, J., & Fine, M. (2008). *Revolutionizing education: Youth participation action research in motion*. New York, NY: Routledge. Available at http://ecoed.wikispaces.com/file/view/Revolutionizing_Education_Youth_Participatory_Action_Research_Critical_Youth_Studies_.pdf
- Morell, E. (2006). Critical participatory action research and the literacy achievement of ethnic minority groups. *National Reading Conference Yearbook*. Downloaded from http://iume.tc.columbia.edu/i/a/document/16232_Document_181_Critical_Participatory_Action_Research.pdf
- Morrell, E. (2006). Youth initiated research as a tool for change in urban schools, pp. 111-129. In S. Ginwright & P. Noguera, *Beyond resistance! Youth activism and community change: New democratic possibilities*. New York, NY: Routledge. Downloaded from <https://excorethinkingschools.files.wordpress.com/2011/04/beyond-resistance-ed-pedro-noguera.pdf>



Painting for Peace in Ferguson
Ferguson, MI ©Andrea McMurray

March 1 — Partnering with youth to shape the values, structures and practices of schools

READ:

- Rubin, B.C., Ayala, J., & Zaal, M. (2017). Authenticity, aims and authority: Navigating youth participatory action research in the classroom. *Curriculum Inquiry*, 47(2), 175-194. <http://www-tandfonline-com.ezp-prod1.hul.harvard.edu/doi/pdf/10.1080/03626784.2017.1298967?needAccess=true>
- Kornbluh, M., Ozer, E., Alle, C., & Kirshner, B. (2015). Youth participatory action research as an approach to sociopolitical development and the new academic standards: Considerations for educators. *The Urban Review*, 47(5), 868-892. <https://link-springer-com.ezp-prod1.hul.harvard.edu/content/pdf/10.1007%2Fs11256-015-0337-6.pdf>

AND PICK TWO TO READ:

- Stovall, D. (2006). From hunger strike to high school: youth development, social justice and school formation. *Beyond resistance! Youth activism and community change: New democratic possibilities*. New York, NY: Routledge. <https://greatcities.uic.edu/wp-content/uploads/2014/04/GCP-05-01-From-Hungerstrike-to-High-School.pdf>
- Smith, L. Davis, K., & Bhowmik, M. (2010). Youth participatory action research groups as school counseling interventions. *Professional School Counseling*, 14(2), 174-182. <https://www-jstor-org.ezp-prod1.hul.harvard.edu/stable/pdf/42732946.pdf>
- Raygoza, M. C. (2016). Striving toward transformational resistance: Youth participatory action research in the mathematics classroom. *Journal of Urban Mathematics Education*, 9(2), 122-152. <http://ed-osprey.gsu.edu/ojs/index.php/JUME/article/view/286/202>
- Parham, S., & McBroom, A. (2015). Changing our selves, our schools, and our school system: Students take on the New York City quality review process. *Youth voice in American educational policy. National Society for the Study of Education (NSSE) Yearbook*, v.1. New York, NY: Teachers College Press. <http://nsse.pressible.org.ezp-prod1.hul.harvard.edu/files/2015/09/Changing-Our-Selves-Our-Schools-and-Our-School-System-Students-Take-on-the-New-York-City-Quality-Review-Process.pdf>
- Chou, F., Kwee, J., Lees, R., Firth, K., Florence, J., Harms, J., Raber, M., Stevens, T., Tatomir, R., Weaver, C., & Wilson, S. (2015). Nothing about us without us! Youth-led solutions to improve high school completion rates. *Educational Action Research*, 23(3), 436-459. <http://www-tandfonline-com.ezp-prod1.hul.harvard.edu/doi/abs/10.1080/09650792.2015.1013047>
- Burkes, B. & Wholey, J. (2015). Feet to the fire: New Orleans kids rethink their devastated school system. *Youth voice in American educational policy. National Society for the Study of Education (NSSE) Yearbook*, v.1. New York, NY: Teachers College Press. <http://nsse.pressible.org.ezp-prod1.hul.harvard.edu/files/2015/09/Feet-to-the-Fire-New-Orleans-Kids-Rethink-Their-Devastated-School-System.pdf>

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

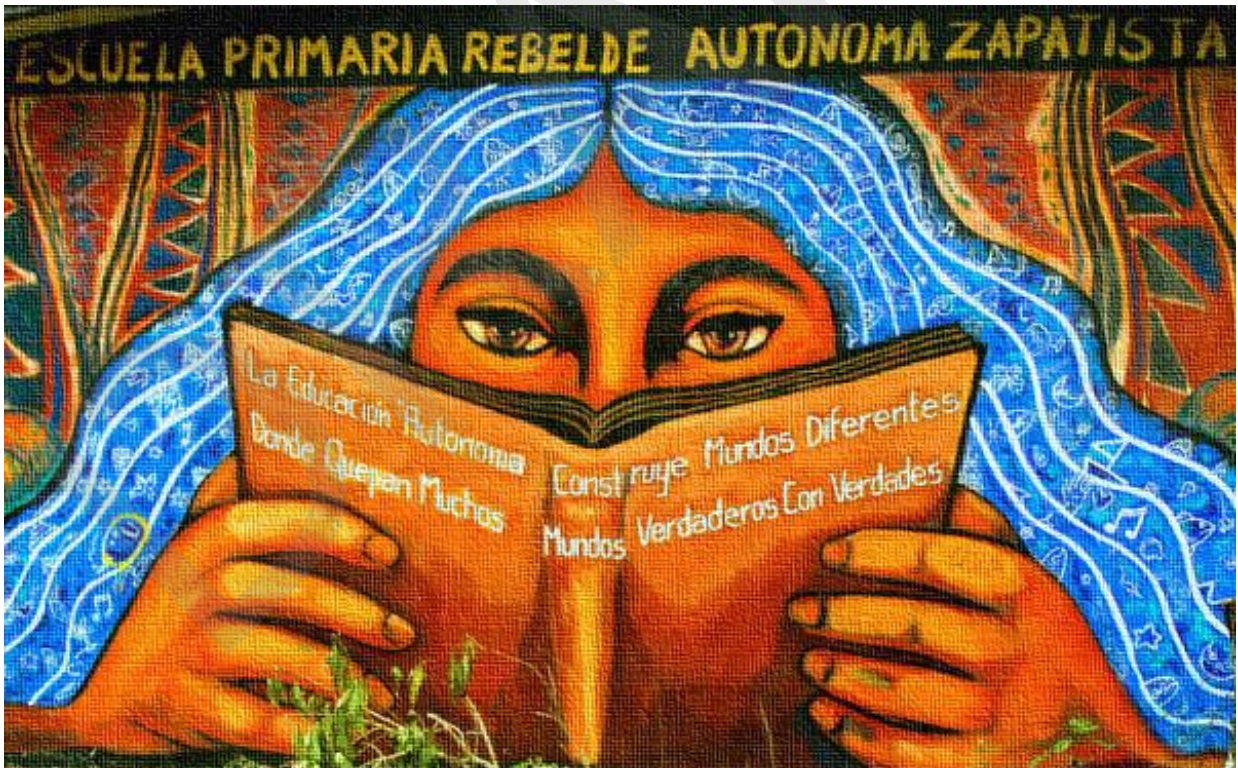
Student Voice in American Educational Policy (O'Connor, J., Ebby-Rosin, R., & Brown, A.S. (2015)
<http://nsseyearbook.org.ezp-prod1.hul.harvard.edu/topic/yearbooks/2015>

AND PICK ONE to WATCH:

- *Precious Knowledge*, available on reserve at Gutman library (or for rent@ <https://vimeo.com/ondemand/preciousknowledge>)
- *The Great Cafeteria Takeover*, available from HBO at <http://theweightofthenation.hbo.com/watch/kids-films/the-great-cafeteria-takeover>

Additional readings that support the work:

- OPTIONAL: York, A., & Kirshner, B. (2015). How positioning shapes opportunities for student agency in schools. *Teachers College Record*, 117(13), 103-118. <http://www.tcrecord.org.ezp-prod1.hul.harvard.edu/library/content.asp?contentid=18277>
- Ozer, E.J., Newlan, S., Douglas, L., & Hubbard, E. "Bounded" empowerment: analyzing tensions in the practice of youth-led participatory research in urban public schools. *American Journal of Community Psychology*, 52(1-2), 13026. <https://www.ncbi.nlm.nih.gov/pubmed/23444005>
- Mitra, D. (2008). Student voice in school reform: Building youth-adult partnerships that strengthen schools and empower youth. Albany, NY: SUNY Press. **(on reserve)**
- O'Conner, J., Ebby-Rosen, R., & Brown, A.S. (2015) Youth voice in American educational policy: Issue 1. *National Society for the Study of Education (NSSE) Yearbook*, v.1. New York, NY: Teachers College Press. <http://nsseyearbook.org.ezp-prod1.hul.harvard.edu/topic/yearbooks/2015>
- Harris, J., Davidson, L., Hayes, B., Humphreys, K., LaMarca, P., Berliner, B., Poynor, L., & Van Houten, L. (2014). *Speak Out, Listen Up! Tools for using student perspectives and local data for school improvement* (REL 2014-035). Washington, DC: U.S. Department of Education, IES, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory West. <http://ies.ed.gov/ncee/edlabs>.
- Mirra, N., Fillpiak, D., & Garcia, A. (2015). Revolutionizing inquiry in urban English classrooms: Pursuing voice and justice through youth participatory action research. *English Journal, High School Edition*, 105(2), 49-57. <http://search.proquest.com.ezp-prod1.hul.harvard.edu/docview/1734853641/fulltextPDF?accountid=11311>



A primary school in the Zapatista village of Oventic, the southern state of Chiapas Mexico, August 2004.
(<https://www.opendemocracy.net/sergio-tamayo-guadalupe-olivier/liberation-pedagogy-in-mexico-social-movements>)

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

PICK THREE TO READ:

- Ginwright, S., & Cammarota, J. (2007). Youth activism in the urban community: Learning critical civic praxis within community organizations. *International Journal of Qualitative Studies in Education*, 20(6), 693-710. <http://www-tandfonline-com.ezp-prod1.hul.harvard.edu/doi/pdf/10.1080/09518390701630833>
- Quijada Cerecer, David. (2010). Everyday education: Youth mapping cultural citizenship, intercultural alliances and social justice. In Porfilio, Brad J. and Carr, Paul R. (Eds.), *Youth Culture, Education and Resistance: Subverting the Commercial Ordering of Life*. Rotterdam, the Netherlands: Sense Publishers. **(iPac)**
- Gonzales, R. G. (2008). Left out but not shut down: Political activism and the undocumented student movement. *Northwestern Journal of Law & Social Policy*, 3(2), article 4. Download at <http://scholarlycommons.law.northwestern.edu/njls/vol3/iss2/4/>
- Flores-Gonzalez, N., Rodriguez, M., & Rodriguez-Muniz, M. (2006). From hip-hop to humanization: Batey Urbano as a space for Latino youth culture and community action. *Beyond resistance*, 175-196. **(iPac)** Can also be downloaded from <https://excorethinkingschools.files.wordpress.com/2011/04/beyond-resistance-ed-pedro-noguera.pdf>
- Rhoades, M. (2012). LGBTQ youth+ video activism: Arts-based critical civic praxis. *Studies in Art Education*, 53(4), 317. <http://www-tandfonline-com.ezp-prod1.hul.harvard.edu/doi/abs/10.1080/00393541.2012.11518872>
- Downey, L., & Anyaegbunam, C. (2010). Your lives through your eyes: Rural Appalachian youth identify community needs and assets through the use of Photovoice. *Journal of Appalachian Studies*, 42-60. Downloaded from http://www.jstor.org.ezp-prod1.hul.harvard.edu/stable/41446841?seq=1#page_scan_tab_contents
- Wilson, N., Dasho, S., Martin, A. C., Wallerstein, N., Wang, C. C., & Minkler, M. (2007). Engaging young adolescents in social action through photovoice the youth empowerment strategies (YES!) project. *The Journal of Early Adolescence*, 27(2), 241-261. Downloaded from <http://jea.sagepub.com.ezp-prod1.hul.harvard.edu/content/27/2/241.full.pdf+html>

AND WATCH BOTH:

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

Additional readings that support the work:

- Chawla, L., & Driskell, D. (2006). The growing up in cities project: Global perspectives on children and youth as catalysts for community change. *Journal of Community Practice*, 14(1-2), 183-200. **(iPac)**
- Sandoval, C., & Latorre, G. (2008). Chicana/o activism: Judy Baca’s digital work with youth of color. *Learning race and ethnicity: Youth and digital media*, 81-108. Available at <http://www.digitalmurallab.com/wp-content/uploads/pdfs/MacArthur-Foundation-Essay-on-UCLASPARC-Digital-Mural-Lab.pdf>
- Solanki, A., Speer, A., & Huang, H. (2014). Youth ARTivism: Fostering Civic Engagement Through Public Art. *Journal Of Urban Culture Research*, 9(-), 38-50. Available at <https://www.tci-thaijo.org/index.php/JUCR/article/viewFile/27499/23605>
- Wilkinson, C. (2015). Young People, Community Radio and Urban Life. *Geography Compass*, 9(3), 127-139. Download at <http://onlinelibrary.wiley.com/doi/10.1111/gec3.12197/full>

March 15 — Spring Recess



Joel Artista, London, England
Strett Child United Summit, ©2015
<https://joelartista.com/tag/street-youth/>

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

Required Readings

- Akom, A. A. (2009). Critical race theory meets participatory action research: Creating a community of black youth as public intellectuals. *Handbook of social justice in education*, 508-521. (iPac)
- Cahill, C. (2007). Repositioning ethical commitments: Participatory action research as a relational praxis of social change. *ACME: An international e-journal for critical geographies*, 6(3). Downloaded from <http://ojs.unbc.ca/index.php/acme/article/download/784/643>
- **WATCH:** Cahill, C., Bradley, M., Esquivel, L., Valerio, M., Sandberg, J. Castaneda, D., Caraveo, S., Prazen, A., & Targino R. (2014). *Easy targets/ los vulnerables*. Downloaded at <https://www.youtube.com/watch?v=bjvuUoETURY>
- Dentith, Audrey M.; Measor, Lynda & O'Malley, Michael P. (2012). The Research Imagination Amid Dilemmas of Engaging Young People in Critical Participatory Work [45 paragraphs]. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research*, 13(1), Art. 17, <http://nbn-resolving.de/urn:nbn:de:0114-fqs1201176>.

Additional readings that support the work:

- Cahill, C. & Torre, M.E. (2007). Beyond the journal article: Representations, audience and the presentation of Participatory Action Research. Downloaded from <http://bennioncenter.org/documents/faculty/Cahill-Torre-ch-23.pdf>

March 29 — Confronting our own baggage: Identity & power

- Kirshner, B. (2010). Productive tensions of youth participatory action research. *Yearbook of the National Society for the Study of Education*, 109(1), 238-251. <http://nsse.pressible.org.ezp-prod1.hul.harvard.edu/files/2010/03/Kirshner1.pdf>
- Shalaby, C. (2013). "You must accept them, and accept them with love": The privileged elite and the struggle for educational justice. *Journal of curriculum theorizing*, 29(2), 123-142. <http://journal.jctonline.org/index.php/jct/article/viewFile/478/pdf>
- Gordon, H.R. (2016). Chapter 11: Between radical possibilities and modest reforms: The precarious position of adult allies in youth movements for racial justice, pp. 196-213. In M. Heathfield & D. Fusco, *Youth and inequality in education: Global actions in youth work*. New York, NY: Routledge. (iPac)
- Herr, K. (2017). Insiders doing PAR with youth in their schools: Negotiating professional boundaries and healing justice. *International Journal of Qualitative Studies in Education*, 30(5), 450-463. <http://www.tandfonline-com.ezp-prod1.hul.harvard.edu/doi/full/10.1080/09518398.2017.1303213>



Huda Afzal, from the book, *Love Wins: Palestinian Perseverance Behind Walls*, ©2014

April 5 — Building relationships with youth: Bridges & boundaries

- Duncan-Andrade, J. (2007). Gangstas, wankstas, and ridas: Defining, developping and supporting effective teachers in urban schools. *International Journal of Qualitative Studies in Education*, 20(6), 617-638. Downloaded from <http://www.tandfonline-com.ezp-prod1.hul.harvard.edu/doi/abs/10.1080/09518390701630767>
- Youth On Board (2006) Tips from young people on good youth/adult relationships. Boston, MA: Author. (iPac)¹
- Torre, M.E. (2009). Participatory action research and critical race theory: Fueling spaces for *Nos-otras* to Research. *Urban Review*, 41(1), 106-120. Downloaded from <http://link.springer.com.ezp-prod1.hul.harvard.edu/article/10.1007/s11256-008-0097-7>
- Ozer, E.J., Newlan, S., Douglas, L., & Hubbard, E. (2013). “Bounded” empowerment: Analyzing tensions in the practice of youth-led participatory research in public schools. *American Journal of Community Psychology*, 52(1), 13-26. <http://link.springer.com.ezp-prod1.hul.harvard.edu/article/10.1007/s10464-013-9573-7>
- **OPTIONAL:** Roach, J., Wureta, E., & Ross, L. (2013). Dilemmas of practice in the ecology of emancipatory youth-adult partnerships. *International Journal of Child, Youth and Family Studies*, 3(1) 475-388. Available at journals.uvic.ca/index.php/ijcyfs/article/download/12626/3816

April 12 — Building relationships among youth: Creating democratic communities

- Wright, D. (2015). Chapter 8: Tensions and dilemmas in sustaining collaborative work, pp. 134-170. In *Active learning: Social justice education and participatory action research*. New York, NY: Routledge. (iPac)
- Torre, M.E. (2005). The alchemy of integrated spaces: Youth participation in research collectives of difference. In L. Weis & M. Fine (Eds.), *Beyond silenced voices* (pp. 251–266). Albany State: University of New York Press. Downloaded from <https://www.pbs.org/beyondbrown/brownpdfs/alchemyintegrate.pdf>
- Mitra, D.L. (2005). Adults advising youth: Leading while getting out of the way. *Educational Administration Quarterly*, 41(3), 520-553. Downloaded from <http://eaq.sagepub.com.ezp-prod1.hul.harvard.edu/content/41/3/520.full.pdf+html>
- Mitra, D.L., & McCormick, P. (2017). Ethical dilemmas of youth participatory action research in a democratic setting. *International Journal of Inclusive Education*, 3, 248-258. <http://www.tandfonline-com.ezp-prod1.hul.harvard.edu/doi/full/10.1080/13603116.2016.1260835>
- **OPTIONAL:** Christensen, L. (2010). Building community from chaos. In T. Burant, L. Christensen, K.D. Salas, & S. Walters (Eds.) *The New Teacher Book*, second edition, pp. 67-81. Milwaukee, WI: Rethinking Schools. (iPac)

¹ The Youth on Board website has a number of other relevant and useful publications, some of which are free. www.youthonboard.org

The Bloom of a Healthy Community, 305 East 161st Street Bronx, NY, ©2012, Groundswell



April 19 — Building critical consciousness: Teaching vs. facilitating

- Kirshner, B. (2016). Chapter 4: Teaching without teaching. *Youth Activism in an Era of Education Inequality*. New York, NY: NYU Press. **(iPac)**
- Patel, L. (2012). Contact zones, problem zones, and critical consciousness. *Pedagogies: An International Journal*, 7(4), 333-346. Downloaded from <http://www.tandfonline-com.ezp-prod1.hul.harvard.edu/doi/pdf/10.1080/1554480X.2012.715738>
- Paris, D. & Alim, H.S. (2014). What Are We Seeking to Sustain Through Culturally Sustaining Pedagogy? A Loving Critique Forward. *Harvard Educational Review*, 84(1) 85-100. Downloaded from <http://hepgjournals.org.ezp-prod1.hul.harvard.edu/doi/pdf/10.17763/haer.84.1.982l873k2ht16m77>
- Guerrero, C., Gaztambide-Fernandez, R., Rosas, M., & Guerrero, E. (2013). Proyecto Latin@ on stage and under the magnifying class: The possibilities and limitations of a high-profile institutionally sponsored youth participation action research project. *International Journal of Critical Pedagogy*, 4(2), 105-126. Downloaded from <http://libjournal.uncg.edu/ijcp/article/view/353/370>

Additional readings that support the work:

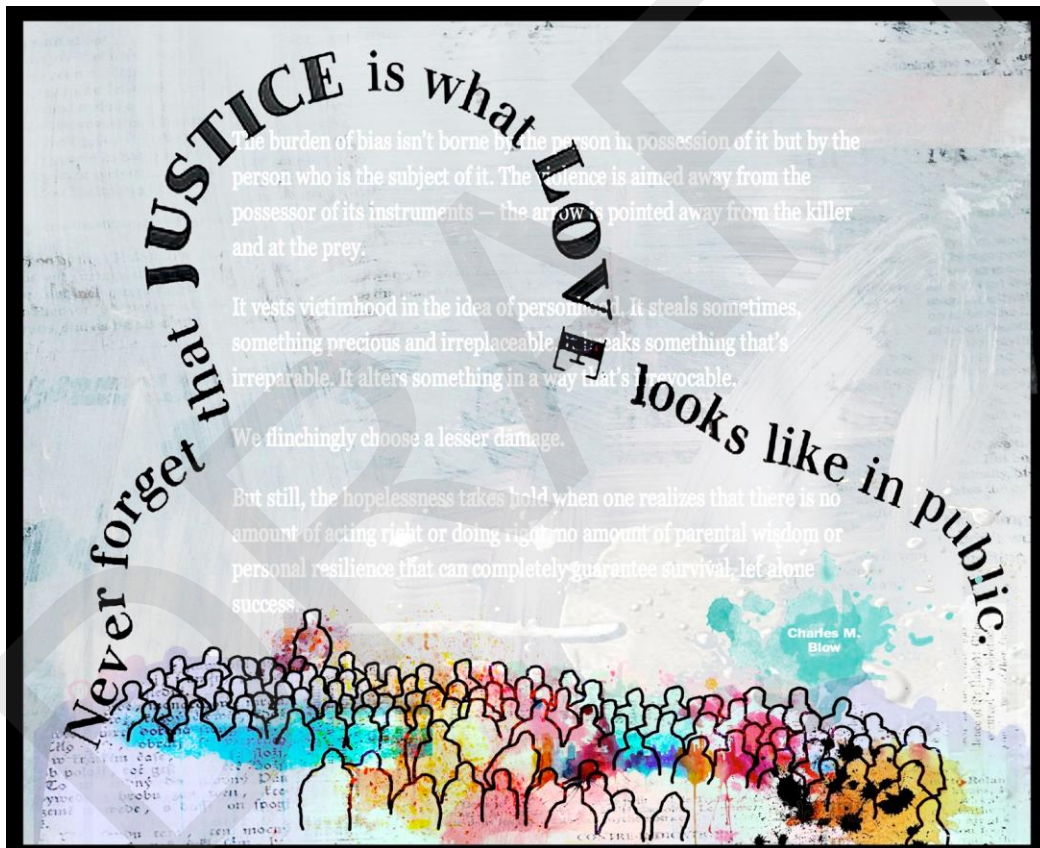
- DeLissovoy, N. (2010). Rethinking education and emancipation: Being, teaching and power. *Harvard Educational Review*, 80(2), 203-220. Downloaded from <http://hepgjournals.org.ezp-prod1.hul.harvard.edu/doi/pdf/10.17763/haer.80.2.h6r65285tu252448>

SECTION FOUR: SHARING OUR WORK

April 26 — Project presentations & looking forward

- Fine, M. (2008). An epilogue, of sorts. *Revolutionizing education: Youth participatory action research in motion*, 213-234. New York, NY: Routledge. Available at http://ecoed.wikispaces.com/file/view/Revolutionizing_Education_Youth_Participatory_Action_Research_Critical_Youth_Studies_.pdf

May 3 — Final reflections & class participation grades due



Mary Ann Reilly, <http://maryannreilly.blogspot.com/p/collage-journal-2014.html>
Floating quote by Cornel West