COURSE OVERVIEW

Are youth apathetic and politically disengaged, as often labeled by critics, or are they involved in ways unseen by mainstream U.S. culture? How does the experience of oppression and marginalization affect youth identity, consciousness, and desire for social change? What issues, challenges, inquiries, and solutions do youth bring to their community? In addition to exploring these questions, this course will study the ways in which immigrant youth are constructed (often in terms of competing narratives, "respectable/valedictorian" v. "devious/criminal"). Asian Pacific Islander youth in particular must navigate the dominant stereotypes under the umbrella of “model minority,” a deceptive construct used directly as a weapon against Black, Latin@, and Indigenous youth. By deconstructing these master narratives and examining counter-narratives of youth, we will analyze the ways in which immigrant youth and youth of color are resisting oppression, investing in one another's liberation, and organizing their communities for systemic change. Using an anti-oppression framework, we will immerse ourselves in the study of how race, gender, class, sexuality, and other social identities shape youth experiences and affect their relationship to society & organizing.

Students will be introduced to and develop increased understanding of:
- political education to analyze concepts of power, privilege, and oppression in U.S. society
- historical contexts and possibilities of youth-led, youth-centered policy change
- the role of youth in organizing around migrant justice, prison industrial complex, and educational equity
- the process of dialogue and critical pedagogy to deepen political consciousness

Building a Learning Community:
“A learning community is a safe yet challenging environment composed of people who support each other as they explore their differences. Learning and community - both elements of the term are important. Only by learning can people grow. And only when provided a safe environment – in which mistakes are acceptable – can people support each other and draw on each other’s different experiences to expand their own knowledge and capabilities.”

(Wasserman & Doran, 1999 in Creating Inclusive Learning Communities)
Modeling youth spaces, this course will be facilitated in the tradition of popular education, a method that works off the belief that all people have knowledge based on their lived experiences. Class time will draw on the strengths and knowledge of all students, which will require that students actively participate, reflect on their personal identities, and critically think through new perspectives. In order for us to build a respectful, challenging learning environment where everyone can voice their thoughts, I propose the following guidelines:

1. Make a commitment to your learning and the group’s development as a whole.
2. Trust the multiplicity of voices in the room: practice deep listening.
4. Expect and be willing to explore differences in experience and thought.
5. Intentions are different than impact - ask for clarification and seek to understand.

If you ever feel uncomfortable in class, please come talk to me during office hours so we can figure out the best solution to ensure that everyone is able to participate. I look forward to having interactive discussions together!

**COURSE REQUIREMENTS**

**Required Readings:** All readings will be available on ELMs. New readings might be added (with prior notice) based on current events.

**Course Grading**
- Active participation including attendance, informed comments and engagement in discussions, and in-class assignments – 15%
- Reading responses (4) – 25%
- Teach-in / Workshop (content development, facilitation, and application) – 30%
- Annotated bibliography (for workshop design) – 10%
- Final integrative paper – 20%

**Class Attendance and Participation:** Students should attend all class meetings, be on time, and be prepared to participate on a substantive and analytic level in discussions of the readings and topics. Come prepared to pose questions and critically reflect on your own ideas and experiences, and those of others as presented in the readings. There will be various in-class assignments that will be part of the participation grade. There are no make-ups for missed in-class work without an excused absence.

**Reading Responses:** You will choose 4 class readings to respond to throughout the semester (2-3 pages). The response should 1) identify and analyze the main concepts and themes in the readings; 2) articulate personal reflections; and 3) pose critical questions for further analysis and class discussion. The reading response will be due by Monday before class. Rubric will be posted on Elms.

**Teach-in / Workshop:** In teams of two, you will create and co-facilitate a workshop on a topic of your choosing. Each team will submit a detailed outline of the workshop with content design and facilitation notes along with an explanation of real-life application. You will need to pick a workshop topic and email me by Week 5 for approval. All of the student workshops will be combined into a class toolkit that can be disseminated to youth organizations. Rubric and expectations will be discussed in class and posted on Elms.
Annotated Bibliography: To prepare you for designing your workshop, you will examine what has been written about your topic and select (5) sources for annotation. The annotated bibliography will include an APA citation with 3-4 sentences articulating the relevance to your workshop and showing active engagement with the chosen source. Sources must include at least 1 book chapter, 2 scholarly articles, and 2 new media pieces. (2 of the 5 sources can be from class materials.)

Final Integrative Paper: The integrative paper (8-10 pages) represents the culmination of classroom learning and workshop design/facilitation. Your paper will critically examine your learning in class by discussing the readings, concepts, theories, frameworks, and workshop experiences gained over the semester. This paper should integrate personal reflections with an intersectional analysis of the historical, social, and political implications for youth organizing as discussed in class. More instructions and rubric to follow (including formatting, how many sources to use, focus questions).

GENERAL POLICIES

Due Dates: Papers and assignments are due at the beginning of class on the due date. After the beginning of class, the paper is considered late (unless prior arrangements are made) and will be penalized a third of a letter grade for each half day it is late. A paper will not be accepted once it is more than one week late.

Academic Integrity and the University of Maryland Honor Pledge: Please adhere to the UMD Code of Academic Integrity and Honor Pledge (“I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.”). Cheating or engaging in any form of academic dishonesty will be reported and subject to university policies regarding academic integrity. According to the UMD Code of Academic Integrity, academic dishonesty includes but is not limited to:

- Cheating (intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise),
- Plagiarism (intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise) including writing from other students, websites, and library materials,
- Fabrications of any kind (intentional and unauthorized falsification or invention of any information or citation in an academic exercise) including false information in requests for assignment or examination extensions, and
- Facilitating Academic Dishonesty (intentionally or knowingly helping or attempting to help another to violate any provision of this Code)
- For more information on academic integrity, please refer to the Student Honor Council website, http://www.shc.umd.edu.

Students with Disabilities: Any student requesting academic accommodations based on a documented disability should inform me of such by the second (2nd) class meeting so that we can discuss making the appropriate and necessary arrangements. Please make an appointment with Dr. Jo Ann Hutchinson or her staff at the Disability Support Services (DSS) in the Counseling Center, 3147682 (Shoemaker 0126). Students in Distress Services for students in various forms of distress are offered by the Counseling Center and the Mental Health Service in the Health Center. During evenings and weekends, the student peer-counseling hotline (4-HELP or 4-4357) is available.

Class Absence: According to university policy, absences can be excused for illness, religious observances, participation in University activities at the request of university authorities and
compelling circumstances beyond the student's control. Excessive tardiness or absences will negatively affect your grade. You are responsible for getting notes from classmates when you are absent. If you need to be absent from class to participate in a religious observance, **please provide a written list of the dates you will need to be absent by the second day of class.**

**Laptops and Cell Phone:** Laptops are not allowed unless you have a special reason for use (please contact me if you do). Please turn off your cell phones before entering the classroom (no phone calls, texting, or taking pictures during class).

*I reserve the right to make any changes to the course requirements or course schedule when necessary.*

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**COURSE SCHEDULE**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic, Readings, and Assignments</th>
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<tbody>
<tr>
<td><strong>Week 1:</strong></td>
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<tr>
<td>January 28th</td>
<td>Introduction to course Creating a dynamic learning environment</td>
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<td><strong>Week 2:</strong></td>
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<tr>
<td>February 4th</td>
<td>Youth Studies &amp; Identity Development</td>
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<td></td>
<td>• Akom, A. A; Cammarota, Julio; Ginwright, Shawn (2008). &quot;Youthopias: Toward a New Paradigm of Critical Youth Studies.&quot;</td>
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<td><strong>Week 3:</strong></td>
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<td>February 11th</td>
<td>Power, Privilege, and Oppression (Part 1)</td>
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<td>• Garcia, Arnoldo; Martinez, Elizabeth, <a href="https://corpwatch.org/what-is-neoliberalism/">What is Neoliberalism?</a> Available at CorpWatch.org</td>
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<td><strong>Week 4:</strong></td>
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<tr>
<td>February 18th</td>
<td>Systems of Oppression (Part 2)</td>
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<td>• Hill, Patricia Collins (1989). “Toward a New Vision: Race, Class, and Gender as Categories for Analysis and Connection.”</td>
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<td>• Watch 20 min. interview with Mia Mingus on <a href="https://www.disabilityjustice.org/">Disability Justice</a></td>
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<td><strong>Week 5:</strong></td>
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<td>February 25th</td>
<td>Youth-led Change: Historical Perspectives</td>
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<td>• Ransby, Barbara (2011). <a href="https://www.disabilityjustice.org/justice/quilting-a-movement">Quilting a Movement</a> In In These Times.</td>
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<td><strong>Week 6:</strong></td>
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<td>March 4th</td>
<td>Culturally Responsive Curriculum: Ethnic Studies</td>
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### Week 7: March 11th
**Immigrant Justice & Ending Deportations**
- Tometi, Opal (2014) *Immigration Reform is a Black Thing, Too.* In *The Root.*
- Timeline History of the Not1More Campaign on NotOneMoreDeportation.com

In class viewing of Precious Knowledge, documentary about Latin@ youth organizing to save ethnic studies in Arizona.

### Week 8: March 18th
No Class - SPRING BREAK!

### Week 9: March 25th
**Juvenile (In)Justice & School to Prison Pipeline**

Check out [Just Kids](http://justkids.org) for videos & facts on changing the process of youth being charged as adults in Maryland.

### Week 10: April 1st
**Facilitating Workshops & Building Dialogue**
- Axner, Marya. Community Tool Box: [Developing Facilitation Skills](http://www.communitytoolbox.com/)

### Week 11: April 8th
*Tentative visit with youth organizers at Many Languages, One Voice (MLOV)*

### Week 12: April 15th
**Arts, Activism, Healing and Alternative Media**
- Browse articles on [young]ist and [IndyKids Media](http://indykidsmedia.org/) and [CultureStr/ke](http://culturestrake.com/)

### Week 13: April 22nd
Co-facilitated Student Workshops / Teach-Ins

### Week 14: April 29th
Co-facilitated Student Workshops / Teach-Ins

### Week 15: May 6th
Co-facilitated Student Workshops / Teach-Ins
Final papers due May 15th