YOST 3001 SYLLABUS
Race, Racialized Youth, & Youth as Social Change Agents
A 12 week course

Spring 2009
Tuesday / Thursday 3:30 to 4:45
Room TBA

INSTRUCTOR INFORMATION

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CREDITS

YOST 3001 is a 3 credit course.

PURPOSE AND LEARNING OBJECTIVES

YOST 3001 is designed for upper level Youth Studies students or others who are interested in working with young people and would like to explore the concepts of race, how those concepts impact youth, and how to promote social justice with young people to create social change.

As a result of actively participating in this course, learners will:

• illustrate their understanding of race as a social construct, or gain insight into how or why “race” is a social construct

• demonstrate an understanding of the use of race in the context of the youth experience

• demonstrate how racializing youth impacts the youth experience

• integrate concepts, ideas, experiences, theories, and knowledge of race as a social construct into their everyday practice as a youth worker

• apply social justice practices to promoting youth to be social change agents

• understand the service learning model as a tool to motivate youth to create change

• analyze existing youth program models working for social justice

• seek a deeper understanding their experiences with youth in the context of their lives
To accomplish these objectives the course is highly interactive whereby the instructor and students together will work to answer questions of race, racialized youth, and promoting social justice. The course also includes community components as students will interview others in the academic community, visit youth programs in the area, prepare and deliver group presentations, and participate in class dissuasions. Class attendance and active participation are expected. Course methods include reading, class and small group discussions, papers, interviews, site visits and group presentations.

**Required Readings**

**Books**

**Reading Packet**
Abu Ei-Haj, TR. Race, politics, and Arab American youth - Shifting frameworks for conceptualizing educational equity 2006
Bigler, Rebecca S. bigler@psy.utexas.edu, Arthur, Andrea E., Hughes, Julie M. and Patterson, Meagan M. The Politics of Race and Gender: Children's Perceptions of Discrimination and the U.S. Presidency 2008
Cipolle, Susan. Service-Learning as a Counter-Hegemonic Practice: Evidence Pro and Con 2004
Cornbleth, Catherine. Images of America: what youth do know about the United States 2002
Dickinson, Maggie. The Making of Space, Race and Place 2008
Griffin, Larry J., McFarland, Katherine and Perez, Anthony D. "In My Heart, I'm an American": Regional Attitudes and American Identity; Muddy waters: The fluidity and complexity of racial and ethnic identification in the United States 2007
Jordan, Winthrop D. First Impressions 2000
Kim, Jee. Youth as important civic actors: From the margins to the center 2006
Maybach, Carol W. Investigating urban community needs: service learning from a social justice perspective 1996
Mitra, Dana L. Student Voice Or Empowerment? Examining The Role Of School-Based Youth-Adult Partnerships As An Avenue Toward Focusing On Social Justice 2006
O'Dougherty, M. Public relations, private security: managing youth and race at the Mall of America 2006
Assignments and Basis for Grading

**Reading Application Forms (15%)** With every assigned reading students will complete a reading application form (see end of syllabus for a copy). These forms are intended to help you understand the material better, demonstrate your understanding to the instructor, and help you record your learning throughout the semester. Forms are due to the instructor via email at least one hour before the class begins. All reading application forms will be read and returned to the students by the beginning of the next class period. Late reading application forms will receive no credit; each form is worth 5 points. Files emailed to the instructor should include the name of the student and the date in the file name and within the document.

**Papers (45%)** There are five papers or short essays due throughout the semester (not including the final). Each paper is due on the date it is posted in the syllabus. APA style formatting and proper references throughout are expected. Late assignments will lose a letter grade for each day past the due date. All papers must be turned in for course credit.

**Final Project (25%)** Details of the final project are listed in the class schedule. There will be two options for you to choose from, the goal of the final project is to demonstrate your understanding of and ability to synthesize your understanding of ‘race’ as you implement it into your practice of youth work. Late assignments will lose a letter grade for each day past the due date. A final project must be turned in for course credit.
**Class Discussion (15%)** In class discussion, small group discussion, and small assignments will make up 15% of your grade, this means you need to be prepared to share your thoughtful ideas during class, be willing to listen and learn from your classmates, and be respectful to all ideas in the classroom.

**Academic Dishonesty** in any portion of the academic work for a course shall be grounds for awarding a grade of F or N for the entire course.

**Statement of Academic Conduct:** Please review the University of Minnesota Board of Regents Policies for Student Conduct at:
http://www1.umn.edu/regents/policies/academic/StudentConduct.html

**Center for Writing**
The Center for Writing assists and mentors writers from multiple disciplines at all stages of the writing process at the University. I strongly encourage you to take advantage of this resource. It is located in 15 Nicholson Hall or you can visit the website:
http://writing.umn.edu/sws/

**Class Schedule: with readings, assignments, and due dates**
Note: Required readings are to be completed prior to the class session for which they are assigned, as class activities are designed to build on this knowledge. Remember reading application forms will be due on each reading assignment via email at least one hour before class begins. Additional handouts and internet readings may be assigned as the course progresses in response to student learning goals.

**Day 1 – What is Race?**
Introductions / Why are you here?
**View:** Race- The Power of an Illusion, Episode One: The Difference Between Us
Day 2 – Ethnicity & Race

Read: Cornell & Hartmann, Chapters 1 & 2

Finish Viewing: Race- The Power of an Illusion, Episode One: The Difference Between Us

Group discussion: (taken from Video Discussion Guide provided by PBS)

Anthropologist Alan Goodman says that “to understand why the idea of race is a biological myth requires a major paradigm shift.” Do you agree? Did the film present anything that shifted your thinking in a major way? If so, what? Is it difficult to make this shift? Why?

Should doctors and other health professionals take biological race into account when diagnosing and treating illness? Why? Can you think of a situation where thinking about race as biological might be misleading or have a negative effect? How would considering social race be different?

Athletics is one arena where talking about ideas of inborn racial differences remains common. Why do you think some populations or groups seem to dominate certain sports but not others? What does it mean that the groups that dominate those sports have changed over time?

Day 3 – The Beginning of Otherness

Read: Jordan & Wieviorka (reading packet)

View: Race - The Power of an Illusion, Episode Two: The Story We Tell

Day 4 – The Power of the Inequality

Paper Due: 2 to 3 page essay answering one of the following four questions, using in class videos and reading assignments to supplement your arguments. (Questions taken from Video Discussion Guide provided by PBS)

What is the significance of the episode’s title, “The Story We Tell”? What function has that story played in the U.S.? What are the stories about race that you tell? What are the stories you have heard? Did the film change the way you think about those stories? If so, how?

Organizers of the 1904 St. Louis World’s Fair put on display people whom they defined as “other.” Although few would do this today, many still see others as distinctly different from themselves. In your community, who is seen as "different"? What characterizes those who are
defined as different?

Historian Matthew P. Guterl observes, "Most Americans believed that race was one of the most important parts of national life; that race mattered because it guaranteed this country a [glorious] future in the history of the world." While few would admit it today, do you think the definition of progress is still tied to being white? Can you think of historical or current instances in which those who are not defined as white are blamed for American weakness or problems?

How was the notion of Manifest Destiny shaped by beliefs about race? What is the relationship of Manifest Destiny to current foreign policies?

Class Discussion / Lecture: What are some ways that race has been used to rationalize inequality? How has race been used to shift attention (and responsibility) away from oppressors and toward the targets of oppression? What is the connection of American slavery to prejudices against African-descended peoples? Why does race persist after abolition? Why was it not slavery but freedom and the notion that “all men are created equal” that created a moral contradiction in colonial America, and how did race help resolve that contradiction? (taken from Video Discussion Guide provided by PBS)

Day 5 – Alternate Views of “Race”

Read: Perez (reading packet) and Cornell & Hartmann Chapter 3
Class Lecture: Fluidity & Complexity of Racial Identification
View: Stuart Hall, The floating signifier (Google videos)
Discuss/Prepare for “Race” Interviews Assignment due on Day 8. Purpose of the project, possible faculty to interview, create questions to ask, presentation and paper outlines.

Day 6 – Constructionist Approach

Read: Cornell & Hartmann Chapters 4 & 5
View: Finish Stuart Hall, The floating signifier (Google videos)
Class Discussion / Lecture: Constructionist approach, chapter 5 case studies. What can we learn from the different case studies offered? What is similar, what is unique? Who makes decisions
for the communities, who do those decisions impact?

Day 7 – Making Identities
Read: Cornell & Hartmann Chapters 6 – 8
View: Race – The Power of an Illusion, Episode Three: The House We Live In
Check In about “race” interviews

Day 8 – What Others in Academia Think
Paper Due: 2 to 3 pages “Race” Interviews, interview 2 University of MN faculty from 2
different departments (history, biology, education, business, any where but Youth Studies) about
race. How it impacts their work, how they think about it, do they think about it? What have they
learned over the years, whom do they look to for guidance, and so on. Can work in groups of
two to three on this project if you like.
Presentation: 5 to 8 minute presentation on findings from “race interviews” if you worked in a
group you will present as a group.

Day 9 – What is American? How do / are we impacted by this idea?
Read: Griffin (reading packet)
Class Discussion / Lecture: Transition to how do we (general public & media) racialize youth?
How do racialized youth see themselves? Discuss Project Implicit website: what were your
initial reactions, what did you learn about yourself, about others? Do you feel it was accurate,
why should we do it?
Small Group Discussions: Griffin’s article, what is American? Is it different from what you
thought before, how are “others” seen in this article, how do they see themselves?

Day 10 – Youth in the Media, Youth Crime and African American Boys
Paper Due: 2 to 3 pages “My definition of Race is . . .”
Read: Pallmer (reading packet), Rios (reading packet) and Youth Crime on the Decline, but
coverage suggests the opposite found at
http://www.racematters.org/youthcrimedeclinemediaopp.htm
Class Discussion: Sharing ideas from your papers
Small Group Discussions: Covering the readings, what role does race play in how youth are seen in the media? What are we told about crime and African American young men? How does your understanding of race fit into these scenarios, or does it?

Day 11 – Malcom’s Story
Read: Way pages ix to 73
Class Discussion / Lecture: What did you learn from Malcom? How does Malcom fit into our readings from earlier in the week? What stood out for you from his story? Why look at individual narratives’? What can we learn from one story? What can we learn from many stories?

Day 12 – Race, Media, & Youth
Read: Dickinson (reading packet), O’Dougherty (reading packet), and Youth Employment Summit found at http://www.yesweb.org/gkr/project_factsheet.html?pid=71
View: Brisbane Today Tonight, Graffiti Vandals (YouTube)
Class Discussion / Lecture: How does the news cover youth crime? What role does ‘race’ play in media descriptions of youth? What role does ‘race’ play in expectations of youth?

Day 13 – Positive Portrayals of Youth of Color?
Read: Way chapters 9, 10, & Epilogue
Assignment: Find 4 articles published in the past week (general media) that have youth of color as the main subject, 2 that portray the youth positively and 2 that portray the youth negatively. Bring copies to class.
Class Discussion / Lecture: Where do youth learn to act? What role does stereotyping play in how people ‘believe’ they should act?
Small Group Discussions: Discuss & Compare articles brought to class: where did you find the articles, was it easy or difficult, what can you learn about how people view youth of color from the articles, what can you learn about youth from the articles, what can you learn about race from the articles?

Day 14 – Youth Views on Race
Read: Roberts (reading packet), Youth Politics Stand Out at Facing Race Conference found at http://news.newamericamedia.org/news/view_article.html?article_id=c778b6e995cfec0bd491f01dbbac5&from=rss and For Today’s Youth Race is Not an Issue found at http://www.huffingtonpost.com/tina-wells/for-todays-youth-race-is_b_137568.html

View: BeMoreTV Episode 2 parts 1 & 2 (YouTube)

Small Group Discussions: Compare three articles and video clips; what do you think, is Tina Wells correct? How do you know? What can you learn from youth about race? Why is it important to discuss youth views, who can decide what you think about race?

Day 15 – Youth Views on Discrimination

Read: Bigler (reading packet) and Cornbleth (reading packet)

Assignment: Find 2 websites produced by youth that pertain to race or discrimination in the United States (no social networking, no examples from this class) bring web address and a summary of main content to class for discussion

Class Discussion / Lecture: How do youth view the United States? How do they view the world? What role do they give themselves? What role do we allow them to have? What is their view of the future? Do all youth look at the world the same way? We will look at examples from the articles we read as well as the websites brought to class.

Day 16 – Youth Voices

Read: Milner (reading packet)

Youth Panel Discussion: 3 to 5 youth will come to class to talk about their views on race and how youth are viewed in the media and treated in the general public. Students in class will have the opportunity to ask questions, and meet in small groups with high school students on the panel.

Day 17 – Social Justice

Paper Due: 3 to 5 pages How are youth of color seen, how do they see themselves, how will this impact how you work with youth?

Read: Abu Ei-Haj (reading packet)
Assignment: What is social justice? Come prepared to share your opinion of what social justice is.

Class Discussion / Lecture: What is social justice, as youth workers how can we promote social justice? Is it important for us to promote social justice throughout the world, what can we learn from the examples given in today’s article?

Day 18 – Theories of Youth Activism
Read: Ginwright, Noguera, & Cammarota pages ix to 92
Class Discussion / Lecture: In what ways does identity facilitate political consciousness? How do we (youth workers) describe youth participation in social change efforts? What role can youth organizations play in developing political identities? How should we theorize about youth activism?

Day 19 – Youth and Community Change
Read: Ginwright, Noguera, & Cammarota pages 171 to 265 (choose 4 of 5 chapters to read)
Class Discussion / Lecture: Comparison of all 5 programs highlighted. How can civic engagement shape young people’s political identity? How is space created to sustain political activism in the community? How do local grassroots efforts work to change policy? What worked about these five programs that you would like to replicate?

Day 20 – Site Visits, NO CLASS, time off to visit local youth program

Day 21 – Civic Engagement and Youth Policies
Read: Ginwright, Noguera, & Cammarota pages 267 to 347
Small Group Discussions: How do we engage youth in meaningful civic decision making? What is the nature of the relationship between youth and civil society? What tools do we use to encourage youth to challenge and shape their (our) worlds?

Day 22 – Service Learning: Benefits to the Student & the Community?
Paper Due: 3 to 5 pages Site Visit, What did you learn about youth and social justice, did anything stand out from your visit, how does it relate to class readings and discussions?
Read: Eifler (reading packet), Maybach (reading packet), & Swaminathan (reading packet)

Class Discussions / Lecture: Review of Service Learning Model. Why service learning? What impact does it have on the community, on the youth serving? What can be learned from the service learning model? How do we move from service learning to genuine interest and care?

Day 23 – How / What Motivates Youth to Create Change
Read: Kim (reading packet), Rogers (reading packet), and Velez (reading packet)

Class Discussion / Lecture: What motivates you to make change? How do we motivate youth to engage in social change? What can we learn from these samples? If most service learning and civic engagement youth groups focus on political issues, are we influencing their political decisions, if we are is this a bad thing?

Day 24 – Where do I Fit in? The Role of the Adult
Read: Cipolle (reading packet) & Mitra (reading packet)

Class Discussion / Lecture: Now what? What roles do adults play in youth promoted social justice? How do you find your role as a helper and not a teacher? When do you teach what you know and when do the youth learn from their own experience? How do you encourage youth to develop their own belief systems? How can you work with youth to fight against race, racism, and other forms of oppression?

Final – DUE???

Two Options:

1) Paper, 8 to 10 pages developing your own theory of youth work for social change, should include a discussion of race and racialized youth, and how you understand these concepts as a component of youth work for social change.

2) Lesson Plan, develop 8 hours of social justice curriculum to use at a setting of your choice, should include audience, goals, materials, methods, and evaluation. This should be a lesson or multiple lessons that would engage youth in working for social change in their community or on a global scale, should also include a component for youth to explore issues of race and racialization. (estimate of pages written 10 to 12)
Reading Application Form

Due one hour before class begins to the instructor at abrah240@umn.edu. Written responses should be complete thoughts from the readings and how they impact your understanding. Use this as a tool to help guide your learning throughout the semester.

Name: ___________________________ Date: ___________________________

Author(s) & Title: ___________________________

What are the main ideas from the reading(s)?

How is the term race used / understood in the reading(s)?

How does this use of ‘race’ inform or affect your understanding of race?

How do the main ideas relate to youth development in practice?

What limits did you find in the reading(s)?

What new questions do you have after finishing the reading(s)?

Any other insights you would like to share?