

Course Description

This course examines strategies for engaging and empowering young people, as part as part of social justice movements in society. It considers core concepts of youth empowerment at the individual, organizational, and community levels; models and methods of practice; age-appropriate and culturally-responsive approaches; roles of young people and adult allies; and perspectives on practice in a deeply divided society. The course will draw upon best practices from grassroots organizing, civic engagement, youth development, and child welfare, with emphasis on approaches in racially segregated and economically disinvested areas.

Course Objectives

- 1. Understand the core concepts of youth empowerment in a diverse democracy;**
- 2. Analyze major models and methods of age-appropriate and culturally-responsive practice;**
- 3. Develop knowledge from empirically-based efforts by young people to create change; and**
- 4. Identify problems and issues of young people in racially segregated and economically disinvested areas.**

Relationship of Course to Curricular Themes

- Multiculturalism and Diversity: Students will identify ways in which youth empowerment can address a range of diversity dimensions, through practice methods that both recognize differences of groups and build bridges across cultural boundaries.**
- Social Justice and Social Change: Emphasis will be placed on how youth empowerment can strengthen social justice and create community change.**
- Promotion, Prevention, Treatment, and Rehabilitation: Students will learn how community residents can affect the quality of services by increasing their involvement through program planning, organizational development, and community change.**
- Behavioral and Social Science Research: Critical analysis of relevant research from diverse social science disciplines and professional fields will contribute to understanding of empirically-based practice.**
- Ethics and Values: We will address ethical and value issues, including ones that relate to the code of ethics of the social work profession.**

Course Design

Our sessions will include whole-group and small-group discussions, weekly readings, written assignments, and projects of your own choosing.

Class Climate

We want to create an educational climate in which students will feel both “safe” and “brave” to freely express their own ideas, no matter how half-baked they think that they are.

Course Readings

Course readings have been carefully chosen for their relevance to the topic of the week. Most of them are available on the web, but please let me know as soon as possible if you cannot find anything.

You are expected to come to class prepared to discuss the readings. You might be asked to lead off the discussion, or called upon to tell us what you think.

Barry’s Online Resources

- **[Community Organizing for Social Justice | Coursera \[www.coursera.org\]\(http://www.coursera.org\) › ...](#)**
- **[Community Organizing for Social Justice Teach-Out \[online.umich.edu\]\(http://online.umich.edu\) › lessons › introduction-teach-ou](#)**
- **[Youth Civil Rights Academy. youthcivilrights.org](http://youthcivilrights.org)**

Zoom Etiquette

Start on time, keep audio on mute when not speaking; raise your hand and wait to be called upon, and be mindful of light and other surroundings.

Academic Integrity

We will follow the Student Code of Academic and Professional Conduct in the School of Social Work Student Handbook. Web resources on academic integrity developed by the University’s Center for Research on Learning and Teaching can be found at their website.

Disability Concerns

If you have a disability or condition that may interfere with your participation in this course, please schedule a private appointment with me as soon as possible to discuss accommodations for your needs. This information will be kept strictly confidential. For more information and resources, please contact the Services for Students with Disabilities office at G664 Haven Hall, (734) 763-3000.

COVID-19 Statement

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. By returning to campus, you have acknowledged your responsibility for protecting the collective health of our community. Your participation in this course on an in-person/hybrid basis is conditional upon your adherence to all safety measures mandated

by the state of Michigan and the University, including maintaining physical distancing of six feet from others, and properly wearing a face covering in class. Other applicable safety measures may be described in the Wolverine Culture of Care and the University's Face Covering Policy for COVID-19.

Your ability to participate in this course in-person/hybrid may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the Office for Institutional Equity. If you are unable or unwilling to adhere to these safety measures while in a face-to-face class setting, you will be required to participate on a remote basis. I also encourage you to review the Statement of Student Rights and Responsibilities and the COVID-related Addendum to the Statement of Student Rights and Responsibilities.

Health-Related Class Absences

Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a Doctor's note) for medical excuses is *not* required.

Recording Class Discussions

Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern. If the instructor chooses to record a class, they will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the course management website. On days when classes are recorded, students will be notified in advance that a recording will occur and be provided with an option to opt-out. Class recordings and course materials may not be reproduced, sold, published or distributed to others, in whole or in part, without the written consent of the instructor.

Contacting the Instructor

My e-mail is barrych@umich.edu and I am available through e-mail, telephone, and by appointment.

Course Schedule

	Session	Topic
1.	September 3	Opening and orientation
2.	September 10	Core concepts
3.	September 17	Young people as change agents
4.	September 24	Engaging and Empowering Young People Youth and the 2020 election
5.	October 1	Adults as Allies
6.	October 8	Bridging Differences through Dialogue
7.	October 15	Responding to Bigotry Organizing against Hate
8.	October 22	Amplifying Youth Voice
9.	October 29	Social Media for Social Justice
10.	November 6	Youth empowerment through the Arts Sports for Social Justice
11.	November 13	TBA
12.	November 20	TBA
13.	November 26	Thanksgiving
14.	December 3	TBA

Course Readings

Opening and Orientation

- John Lewis, Towering Figure of Civil Rights Era, Dies at 80. www.nytimes.com › 2020/07/17 › john-lewis-dead
- Hyde Square Task Force www.hydesquare.org
- Convention on the Rights of the Child. Compasito: 296-298. www.eycb.coe.int/compasito/chapter_6/pdf/1.pdf

Core Concepts

- Checkoway, B. (2011). What is youth participation? *Children and Youth Services Review* 33, 340-245.
- Warren, M. & Mapp, K. (2011). Match on Dry Grass: Community Organizing as a Catalyst for School Reform. New York: Oxford University Press, Chapter 1
- What We Know About Gen Z So Far | Pew Research Center www.pewsocialtrends.org › essay › on-the-cusp-of-adul...

Young People as Change Agents

- Braxton, E. et al. (2013). 2013 National Youth Organizing Field Scan: The State of the Field of Youth Organizing. New York: Funders Collaborative on Youth Organizing, at fcoy.org/resources/2013-national-youth-organizing-field-scan-the-state-of-the-
- Checkoway, B. & Aldana, A. (2013). Four forms of youth civic engagement for diverse democracy. *Children and Youth Services Review* 35, 1894-1897.
- Checkoway, B. (n.d.) Young People Creating Community Change. Battle Creek: Kellogg Foundation. http://wupcenter.mtu.edu/education/lake_superior_symposium/content/Young_People_Creating_Community_Change.pdf

Engaging and Empowering Young People Young People and the 2020 Election

- Hoffman, K. (2015). Tools for Facilitating Change in Rural Communities. Boise: University of Idaho, at cals.uidaho.edu/edcomm/pdf/BUL/BUL895.pdf
- Engaging Youth in Community Change - Racial Equity Tools www.racialequitytools.org › resourcefiles › aecf3
- Hart, R. (1992). Ladder of Participation. Florence: UNICEF, at www.learningtolearn.sa.edu.au/tfel/files/links/Ladder
- Center for Information and Research on Civic Learning & Engagement (CIRCLE) Broadening Youth Voting. circle.tufts.edu › latest-research › broadening-youth-vot...

Adults as allies

- Checkoway, B. (1996). Adults as Allies. *Partnerships/Community*. 38. <https://digitalcommons.unomaha.edu/slcepartnerships/38>
- Zeldin, S. (2013). The psychology and practice of youth-adult partnerships. *American Journal of Community Psychology* 51, 385-397 at fyi.uwex.edu/youthadultpartnership/files/2012/10/Am-Journal-
- Bell, J. (n.d.). Understanding Adulthood. Somerville: YouthBuild USA, at www.nuatc.org/articles/pdf/understanding_adulthood.pdf

Bridging Differences through Youth Dialogues

- **Richards-Schuster, K., & Aldana, A. (2013) Learning to Speak Out About Racism: Youths' Insights on Participation in an Intergroup Dialogues Program, *Social Work with Groups*, 36:4, 332-348.**
<https://www.tandfonline.com/doi/full/10.1080/01609513.2013.763327?scroll=top&needAccess=true>
- **Aldana, A., Richards-Schuster, K., & Checkoway, B. (2020). "Down Woodward": A Case Study of Empowering Youth to See and Disrupt Segregation Using Photovoice Methods. *Journal of Adolescent Research*.**

Responding to Bigotry Organizing Against Hate

- **Hate Groups. (n.d.). Montgomery: Southern Poverty Law Center, at www.splcenter.org/fighting-hate/extremist-files/groups**
- **Hayna Yoon, How to Respond to Microaggressions - The New York Times www.nytimes.com/2020/03/03/smarter-living/how-t...**
- **Willoughby, W. (n.d.). Speak Up! Responding to Everyday Bigotry. Montgomery: Southern Poverty Law Center, at www.tolerance.org/sites/default/files/general/speak_up_handbook.pdf**
- **Carrier, J. (2010). Ten Ways to Fight Hate: A Community Response Guide. Montgomery: Southern Poverty Law Center, at www.splcenter.org/.../ten-**
- **Dismantling White Supremacy on The Front Lines ... *Huffington Post* (June 16, 2017), at huffingtonpost.com/.../dismantling-white-supremacy-on-the-**
- **Empowering Young People in the Aftermath of Hate. www.adl.org/resources/tools-and-strategies/empower...**

Amplifying Youth Voice

- **Fletcher, A. Introduction to Youth Voice. The Freechild Institute. <https://freechild.org/intro-to-youth-voice/>**

Social Media for Social Justice

- **Lehar, A. (2015). *Social Media & Technology*. Washington: Pew Research Center at www.pewinternet.org/2015/04/09/teens-social-media**
- **Allied Media Projects. (2016). *Media-Based Organizing for a More Just World*. Detroit: Allied Media Projects, at alliedmedia.org/media-based-organizing**
- **Gladwell, M. (2010). Small change: why the revolution will not be tweeted. *The New Yorker* October 4, 42-49, at www.newyorker.com/reporting/2010/10/04/101004fa_fact_gladwell**

Community Empowerment through the Arts

- **Dewhurst, M. (2014). *Social Justice Art: A Framework for Activist Art Pedagogy*. Cambridge: Harvard University Press. Introduction.**
- **Bell, L.A. et al. (2015). *Storytelling for social justice: Creating arts-based counterstories to resist racism*. In M.S. Hanley, et al., eds. *Culturally Relevant Arts Education for Social Justice*. New York: Routledge, Chapter 1.**

Sports for Social Justice

- **Dorn, J. (2016). Looking back at the 10 biggest social justice protests by athletes, at www.aol.com/article/sports/2016/09/19/...back...social-justice.../21473633/**
- **MacIntosh, A. et al. (2016). From Protest to Progress: Athlete Activism in 2016 Ross Initiative in Sports for Equality, at www.risetowin.org/activismreport2**
- **Streeter, K. (August 27, 2020). With Walkouts, a New High Bar for Protests in Sports Is Set. *New York Times* www.nytimes.com/2020/08/27/sports/basketball/kenosha-nba-protests-players-boycott.html**

Class Assignments

The course has two written assignments, each of them 6-8 pages in length.

Each assignment must be submitted by the due date, even if it is only a draft. All written work in the course is due at the last class session.

For the first assignment, please send me a one-page proposal due September 17, a one-page outline with a bibliography with at least five references due September 24, and the paper itself is due October 1.

For the second assignment, please send me a one-page proposal due October 15, a one-page outline and a bibliography with at least five references due October 22, and the paper itself is due November 25.

The first assignment is an individual paper, but the second assignment can be done by a two-person team. Each student or team will be expected to make a class presentation during the semester.

Assignment 1

Write a paper in which you analyze an organized effort to engage and empower young people in a problem or issue that concerns them.

- Who is the target population group?
- What is the problem or issue that concerns them?
- Who are the organizers?
- What is their purpose?
- What is their strategy?
- What are the engagement activities?
- What outcomes or effects?
- What factors facilitate or limit them?
- What is your conclusion?

Assignment 2

Write a paper in which you propose a strategy or organized effort to engage and empower young people in a problem or issue that concerns them.

- Who are the organizers?
- What are the goals?
- Who is the population group? What are the characteristics of the group?
- What is the problem or issue that concerns them?
- What is the basic strategy?
- What are the engagement activities?
- What factors will facilitate or limit them?
- What is your conclusion?

Illustrative Topics

(The following list is intended to help you brainstorm your topics for the semester.)

- Race
 - Ethnicity
 - Gender identity
 - Sexual orientation
 - (Dis) ability
 - Religion
 - Nationality
 - Socioeconomic status
 - Neighborhood
 - Urban
 - Suburban
 - Rural
- Victims of gun violence
 - Black Lives Matter
 - March for Our Lives
 - School to prison pipeline
 - Diversity in higher education
 - Undocumented youth
 - Safety from bullying
 - Access to higher education
 - Race relations/racism
 - Immigrant rights
 - Climate change
 - Voting rights
 - LGBT rights
 - Mental health
 - Interpersonal practice
- Youth participation in political elections.
 - Youth organizing for educational justice
- Youth participation in public policy
 - Electing young people to political office
 - Young Muslim women working for social justice
 - Social media for youth empowerment
 - Sports for social justice
 - Preparing modern civil rights leaders
 - Organizing against hate
 - Youth empowerment through the arts
 - Empowering young immigrants
 - Youth leadership development academy
 - Increasing youth intergroup dialogues
 - Young people of African, Asian, White European, Middle Eastern, and Latin American descent
 - Immigrant Rights Groups
 - Feminist/Women's Groups
 - Gay, Lesbian, Bisexual, and Transgender Groups
 - National welfare rights organization
 - Freedom Schools
 - Freedom Summer
 - The Children's' Crusade
 - White supremacists

Student Information Form

Name:

E-Mail:

Telephone:

UM program:

Professional goal:

Interest in course topic:

Experience or talent which might be useful to the class – e.g., teaching, facilitation, dialogue.

Something that will help us get to know you better: