



Course title:	Youth Empowerment & Youth Organizing
Course #/term:	SW 656 – Spring/Summer 2022
Time and place:	Tuesdays 8am-12pm, B760 SSWB
Credit hours:	3
Prerequisites:	N/A
Instructor:	Leonardo Kattari, MSW
Pronouns:	[he/him or they/them]
Contact info:	Email: lkattari@umich.edu You may expect a response within 48 hours
Office:	N/A
Office hours:	Immediately after class or by appointment

1. Course Statement

a. Course Description

This course examines strategies for engaging and empowering young people, with emphasis on approaches in racially segregated and economically disinvested areas. 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 diverse democracy. The course will draw upon best practices from grassroots organizing, civic engagement, youth development, and child welfare.

b. 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.

c. Course Design

The class will be very hands-on and will also utilize innovative resources in teaching content, including MOOCs, podcasts, webinars, videos, and simulations. Skills will be learned, practiced, and applied in class-based and project-based experiences.

Additionally, this course is an advanced level course with adult learners. Thus, the expectation is that students take charge of their own learning, their own participation and their support for the learning of their colleagues in the classroom. The class will consist of a combination of mini-lectures and direct application of skills in small groups or pairs to take theory to the level of community change. Students must come prepared to fully engage in order to get the most out of this class. Additionally, this class does not approach education from the “banking” perspective. Everyone in the classroom has expertise and experience to offer into the learning space. Thus, students will be asked to bring and share examples and root the larger theories of change in their own background and experience.

d. Course Relationship to P.O.D.S.

This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self-knowledge and self-awareness to facilitate PODS learning.

e. Anti-Oppression Statement

As a community, we encourage each other to critically examine issues related to power, privilege, and oppression. These issues; therefore, are integrated into each classroom experience. As a result, there will be class discussions that may be difficult or challenging. In order to have the most supportive environment possible, we must all commit ourselves to fostering an inclusive, anti-oppressive space in which each person takes responsibility for their own language, actions and interactions. It is important that we listen to each other about how our words and actions are affecting one another and the learning environment. We share the task of negotiating the dual priorities of authentic free speech and active regard for one another, being open to diverse perspectives and ideas. We recognize that microaggressions happen; however, overt slurs in relation to race, age, ethnicity, gender, gender identity, gender expression, sexual orientation, religion/world view, immigration status, size, nationality, dis/ability, marital status, political affiliation, or any other identities, will be addressed directly. Throughout the course, we will negotiate other guidelines about class discussions.

2. Class Requirements

a. Text and class materials

All assigned readings, assignment information, presentation slides, lecture recordings and other course materials can be found on the course Canvas.. To fully engage in the course topic and become a competent and skilled social work practitioner, it is expected that students will complete all required readings the week they are assigned. Course content will be delivered in a

variety of formats, including book chapters, articles, content summaries, and video through the Canvas learning management system. Required course materials are listed in the week-by-week topics below and also reflected on Canvas in weekly modules.

b. Class schedule (subject to change)

In addition to the weekly meetings, students will be expected to engage in additional out of class time work. This includes reviewing preparation materials (readings, websites, toolkits).

Completing pre-class work (e.g. questions, short reflections), post-class work (videos/podcasts & reflections) and/or working in small groups to prepare assignments for class (e.g ice-breaker, home group projects, prep for class). Week-by-week plans can be found in the modules on canvas.

Session	Topics Covered	Format (subject to change)	Pre-Class Readings/Asynchronous Work
1: 5/10	Welcome & Introductions Co-Learning Environment	In-Person (9:30am)	Read: <ul style="list-style-type: none"> • Syllabus • Forward Spaces • John Lewis Op-Ed • A Case for Humility Blog Post Watch: <ul style="list-style-type: none"> • Engage Video Do: <ul style="list-style-type: none"> • Explore Canvas • Post introduction
2: 5/17	Framing Youth Empowerment & Organizing <ul style="list-style-type: none"> • Historical Context • Theoretical Frameworks Guest Lecturer: Finn Bell	Virtual - Synchronous (10am)	Read (5 of your choice): <ul style="list-style-type: none"> • Finn & Checkoway “Young People as Competent Citizens” • Sprague Martinez et al: Power of Prevention & Youth Voice • Wong & Zimmerman “Toward a Typology of Youth Empowerment” • Checkoway: “What is Youth Participation” • Hart, Ladder of Participation (Overview) • Driskell & Chawla- Growing Up Cities • UN Convention on the Rights of the Child (Look esp Articles 12-15) • Global Youth Empowerment (UNESCO) Do: <ul style="list-style-type: none"> • Community Connections
3: 5/24	Critical Youth Empowerment <ul style="list-style-type: none"> • Theories • Sociopolitical Development • Critical Consciousness • Transformative Practice 	Asynchronous	Watch: <ul style="list-style-type: none"> • Radical Monarchs Documentary • Lecture Read <ul style="list-style-type: none"> • Ginwright, Youth Organizing Working Paper 3 • Ginwright, The Future of Healing- Shifting from Trauma-Informed Care to Healing Centered Engagement

			<ul style="list-style-type: none"> Watts & Flanagan: Pushing the Envelope on Youth Civic Engagement: A Development and Liberation Perspective: <p>Listen</p> <ul style="list-style-type: none"> Generation Transformation: Youth Organizing & Resilience" Podcast <p>Do</p> <ul style="list-style-type: none"> Documentary Reflection Discussion Board Post
4: 5/31	Forms and Models of Youth Leadership	In-Person (9:30am)	<p>Read:</p> <ul style="list-style-type: none"> Checkoway: Four Forms of Youth Participation FCYO Working Paper 1: An Emerging Model for Working with Youth- LISTEN Building Transformative Leadership: Data on the Impacts of Youth Organizing (Chapter 11) 2020 FCYO Scan Transforming Young People and Communities: New Findings on the Impact of Youth Organizing <p>Do:</p> <ul style="list-style-type: none"> Explore various examples of youth leadership in action & be ready to discuss in class
5: 6/7	Youth Participatory Action Research	In-Person (9:30am)	<p>Read & Browse:</p> <ul style="list-style-type: none"> Metro Youth Policy Fellows Report Down Woodward: Minneapolis Public Schools: Indigenous YPAR Mississippi Safe Schools Coalition
6: 6/14	<p>The Role of Adults</p> <ul style="list-style-type: none"> Adulthood Youth-Adult Partnerships 	In-Person (9:30am)	<p>Read</p> <ul style="list-style-type: none"> Richards-Schuster & Timmermans: Conceptualizing the Role of Adults Lotem: Children Participation in Policy-Making Zeldin: Youth-Adult Partnerships <p>Watch</p> <ul style="list-style-type: none"> Disrupting Adulthood <p>Explore</p> <ul style="list-style-type: none"> Metro Youth Policy Fellows Tools and Resources <p>Do:</p> <p>Adults as Allies Discussion Board Post</p>
7: 6/21	<p>Creating Spaces for Youth</p> <ul style="list-style-type: none"> Guest Speaker: UM SSW Alum 	In-Person (9:30am)	<p>Read</p> <ul style="list-style-type: none"> AA Akon: Youthtopias Jennings, et al.: Toward a Critical Theory of Youth Empowerment

			<ul style="list-style-type: none"> Chin, M: Feelings, Safe Space, and LGBTQ of Color Community Arts Organizing Aldana, Richards-Schuster & Checkoway- Dialogic Pedagogy for Intergroup Empowerment Richards-Schuster & O'Doherty: Appalachian Youth <p>Watch</p> <ul style="list-style-type: none"> Community Organizer Video
8: 6/28	<p>Sustaining Youth Empowerment & Organizing</p> <ul style="list-style-type: none"> Organizational Structures Leadership Development Sustainability 	In-Person (9:30am)	<p>Read</p> <ul style="list-style-type: none"> Carlson: Hampton Youth Council Ginwright: Leadership Development Deep Center Report <p>Listen</p> <ul style="list-style-type: none"> Podcast: Generative Organizing with Freedom, Inc: Podcast: Investing in Leadership with Freedom, Inc
9: 7/5	History Repeats Itself - Youth Movements Across Time	Asynchronous	<p>Watch:</p> <ul style="list-style-type: none"> Children's March Documentary <p>Explore:</p> <ul style="list-style-type: none"> Youth Movements Timeline <p>Do:</p> <ul style="list-style-type: none"> Home group Case Studies
10: 7/12	<p>Collective Learning</p> <ul style="list-style-type: none"> Giving Feedback Identifying Themes and Key Takeaways 	In-Person (9:30am)	<p>Do</p> <ul style="list-style-type: none"> Lightning Talks
11: 7/19	Wrap-up and Closing	In-Person (9:30am)	<p>Watch:</p> <ul style="list-style-type: none"> Boggs: "We are the Ones We've Been Looking For" <p>Listen</p> <ul style="list-style-type: none"> Podcast: Follow the Ones We Know: A Love Poem for Young Leaders

c. Assignments

Submission of assignments

Course assignments are due on the date specified in the course syllabus and on Canvas. Occasionally, unforeseen circumstances arise (e.g., illness, personal or family emergency) which may make it difficult for a student to complete the assignment by its designated due

date time. Should this happen, it is the responsibility of the student to notify the instructor. At the instructor's discretion, a student's request for an extension of an assignment past its due date may be granted, usually for no longer than one week past the due date. *The instructor reserves the right to deduct points for late assignments.* University policies related to persons with disability (i.e. temporary or permanent accommodations), bereavement, and religious observations supersede this policy (see MSW Handbook).

Assignment	Due date	Points
Participation & Engagement	Ongoing	15
Youth Empowerment Core Concepts Individual Essay & Artifact	June 14	15
Home Group Projects	Icebreaker/Energizer: Assigned by week Case Study of Youth Empowerment/Organizing: July 5	30
Individual Creative Project	Proposal: June 14 Lightning Talk: July 12 Final: July 19	40

d. Attendance, Engagement & Participation

Both class attendance and active purposeful participation in class discussion and activities are paramount for the successful completion of this course.

This course covers a content domain that is extensive, and given the time frame of the course each class moves quickly in discussing information. Participation and engagement is broadly defined and includes class time as well as other forms of engagement - including showing up on time/posting/submitting assignments on time and returning from breaks on time/responding to questions or comments in a timely manner. Participation also includes asking questions, applying course concepts to questions about your own experiences, contributing to the learning of others, providing accurate and respectful feedback to others, identifying any unique learning needs or problems to the professor, and utilizing student hours/email communication when necessary to ask for clarification or assistance in fulfilling course expectations and assignments. Class contributions should focus on relevant course concepts and professional practice experiences. Monopolizing space or contributing off topic is not considered participation.

This course has no formal attendance policy recognizing there is a multitude of challenges for many students to show up in this capacity each week. Each class lecture will be recorded and posted on Canvas within 24 hours of the class session. Students who do not attend the session are still expected to watch the lecture and complete any corresponding pre-week materials or in-class activities and submit a reflection (details below).

TQEAs & Reflections: Make-Up Assignment

Throughout the semester for class sessions you may miss, you may submit a TQEAs- Thoughts, Questions, Epiphanies & Appreciations. These are brief reflections (2-3 pages) on course materials (pre-work, lecture, discussion, activities) that we covered during the week/session you were not present for and/or if you would like to make up participation and engagement points. This is meant to further your thinking about youth empowerment and youth organizing work on topics of the session(s) you missed (max 3).

For more information, please see the [Policy on Class Attendance](#) found in the MSW Student Guide.

e. Grading

It is important to keep in mind that ***you are not your grade!*** Students come to graduate school with a wide range of academic experiences and preparedness. Thinking and writing about complex issues and abstract concepts can be very challenging for many students. If you are satisfied with the level of effort you have invested in the course, and you earn a grade of B or better, I hope you will feel very good about your performance.

Excellent Work

Excellent work is work that is above course expectations. Grades in the 94 to 100 range constitute an A which translates to a 4.0. Grades in the 91 to 93 range constitutes an A minus which translates to a 3.7. Students display excellent work (***beyond course expectations***) in several ways: evidence that additional readings, beyond what is assigned, have been completed and integrated into written or in class presentations/participation; superior written work; evidence of critical thinking; demonstration of advanced practice skills applied to practice; and creativity and innovation in conceptual as well as practice-related thinking are frequently seen in the student's work.

Good Work

Good work is work that meets course expectations. Grades in the 88 to 90 range constitute a B plus which translates to a 3.3. Grades in the 84 to 87 range constitute a B which translate to a 3.0. Grades in the 81 to 83 range constitute a B minus which translates to a 2.7. Students display good work in several ways: basic mastery of course material is evident in written or in class presentations/participation; solid development of practice skills fitting with concentration-year expertise is evident; and creativity and innovation are noted but to a lesser degree and less frequently than that in the "excellent" category.

Work Minimally Meets Course Expectations

Marginal work is work that meets minimal course expectations. Grades in the 78 to 80 range constitutes a C plus which translates to a 2.3. Grades in the 74 to 77 range constitute a C which translates to a 2.0. Grades in the 71 to 73 range constitute a C minus which translates to a 1.7. Students display marginal work in several ways: through evidence that course readings have not been covered, as observed in written or in class presentations/participation; conceptual confusion and difficulty with critical thinking are

evident in written and verbal work; and through work that lacks an integration of theory and practice.

Failing Work

Grades in the 0 to 70 range constitute an F which translates to a 0.0

Student demonstrates poor or unacceptable work during the course in several ways: inadequate understanding of course content, poor quality written work, plagiarism, and poor or unethical demonstration of practice skills.

Assessment Classification	Range	Grade	Grade Point
Excellent Work (above course expectations)	94-100	A	4.0
	91-93	A -	3.7
Good Work (meets course expectations)	88-90	B+	3.3
	84-87	B	3.0
	81-83	B-	2.7
Poor Work (meets minimal course expectations)	78-80	C +	2.3
	74-77	C	2.0
	71-73	C -	1.7
Failing Work	70-0	F	0.0

More information on MSW Student Guide policies on [Grades in Academic Courses and in Field Instruction](#) as well as [Student Grievance procedures](#) and the [policy for grading in special circumstances](#). Here are some resources around [testing and grading from CRLT](#).

Academic Integrity and Plagiarism

You are expected to adhere to the NASW Code of Ethics, UM's Academic and Professional Standards of Performance, the criteria for student evaluation and review found in the MSW Handbook, and the University rules concerning academic misconduct, found in the University's Honor Code.

The University's definition of Academic Misconduct includes, but is not limited to:

- Plagiarism, including any representation of another's work or ideas as one's own in academic and educational submissions.
- Cheating, including any actual or attempted use of resources prohibited by the instructor(s) or those that a reasonable person would consider inappropriate under the circumstances for academic submissions, and/or any actual or attempted effort to assist another student in cheating.
- Double submission, including any submission of an academic work for more than one course without expressed permission.
- Fabrication, including any falsification or creation of data, research or resources to support academic submissions.

Grade Contestation: We strongly discourage grade grubbing of any kind regarding your papers. Grade grubbing is defined as begging, pleading, arguing, bribing, crying, or in any way asking for a higher grade. Instead, we encourage you to discuss why you lost points

and what you can do to improve for the future. If, however, you feel strongly that you have a valid dispute about a grade on an assignment, you should submit a statement in writing explaining the mistake you think has been made and what alternate grade you suggest. Make an appointment with your professor to discuss the grade in person. Note that re-reading an assignment submission can result in either a lower or a higher grade and that this grade will be final.

Accommodations for Students with Disabilities: If you need an accommodation for a disability please let me know as soon as possible. Many aspects of this course, the assignments, the in-class activities, and teaching methods can be modified to facilitate your participation and progress throughout the semester. I will make every effort to use the resources available to us, such as the services for Students with Disabilities, the Adaptive Technology Computing Site, and the like. If you chose to disclose your disability, I will (to the extent permitted by law) treat that information as private and confidential. For more information and resources, please contact the Services for Students with Disabilities office at G664 Haven Hall, (734) 7633000 or go to <http://www.umich.edu/~sswd/> Note: I am committed to moving towards universal design for learning (UDL). If you have suggestions for how I can improve our classroom space, activities, and/or assignments to be more accessible now or in the future, please do not hesitate to let me know!

Health and Wellness Services: Health and wellness encompasses situations or circumstances that may impede your success within the program. The Office of Student Services offers health and wellness services that are directed to the MSW student body. Feel free to contact Health and Wellness Advocates Lauren Davis (laurdavi@umich.edu) or Nyshourn Price-Reed (ndp@umich.edu), 734-936 0961, regarding any health, mental health or wellness issue. This could include need for advocacy and referral to University or community resources, financial resources or counseling. Also contact Health and Wellness using ssw.wellness@umich.edu. The MSW student Guide to Health and Wellness can be found at http://www.ssw.umich.edu/current/Health_Wellness_Guide.pdf 16

Dependent Care Resources: For students with child or parenting/elder care responsibilities, feel free to consult the Students with Children website (<http://www.studentswithchildren.umich.edu>). This site is dedicated to the needs of students at UM who juggle parenting/elder care, study, and work. Resources include child care, financial assistance, social support, housing, and health care information. The website was created by the former Committee on Student Parent Issues (COSPI). For additional information on work/life support please also visit the Work/Life Resource Center site (<http://www.hr.umich.edu/worklife/>) and the UM Child Care gateway (<http://www.hr.umich.edu/childcare/>).

Religious Observances: Please notify me if religious observances conflict with class attendance, community participation or due dates for assignments so that we can make appropriate arrangements.

Additional School and University policies, information and resources are available here: <https://ssw.umich.edu/standard-policies-information-resources>.

Other Policies

Class Recording and Course Materials

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 a recording is occurring. 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.

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.

Inclusivity Policy

Social and economic justice is one of the key themes of social work practice, research, and education. As a social work community, we must encourage each other to critically examine issues related to power, privilege, and oppression. As a result, there will be class discussions, activities, or assignments that may be difficult or challenging. In order to have the most supportive environment possible, we must all commit ourselves to fostering an inclusive,

anti-oppressive space in which each person takes responsibility for their own language, actions and interactions. It is important that we actively *listen* to each other about how our words and actions are affecting one another and the learning environment, knowing the impact is more important than intent. It can be difficult to navigate the dual priorities of supporting authentic free speech, and holding active regard for one another being open to diverse perspectives and ideas. I recognize that microaggressions happen (by all of us, to all of us); however, overt slurs in relation to race, sex, age, ethnicity, gender, gender identity, gender expression, sexual orientation, religion/world view, immigration status, size, nationality, dis/ability status, marital status, political affiliation, or any other identities, will be addressed directly. Throughout the course, we will negotiate other guidelines about class discussions. Please bring your best selves to our classroom space.