

**PSYED 2588/1089 – Special Topics  
Children, Youth, and Communities  
Spring 2020  
Wednesday 1:00-3:40 in WWPB 5200**

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**Office Hours:** By appointment

### **Course Overview and Objectives**

*Welcome to Children, Youth, and Communities!*

What does it require to provide supports for optimal development for children and youth? How do various communities shape the development of children and youth? How are families, programs, schools and community institutions partnering in support of young people? What are important considerations related to the practitioner's work in communities, in service to children, youth, and families? These are a few of the key questions to be examined in our course, as we seek to enhance our collective understanding of development in context for young people in our communities.

Children and youth experience community through various interactions with people and places that either support or inhibit development. This course is designed to analyze the various ways families, program, schools, and neighborhoods can work together to support positive development in children and youth. With a social justice lens, this course will also explore the ways in which partnerships in communities can provide every child, regardless of background or identity characteristics, the opportunity to successful transition into adulthood. Special attention will be given to children and youth in underserved school and community contexts.

#### **At the conclusion of this course, students should be able to:**

1. Articulate the ways in which families, schools, programs, and neighborhoods support development for children and youth.
2. Understand how partnership works and various ways to foster effective partnerships for community-based approaches to positive development.
3. Appreciate cultural differences in approaches to community-based work and identify ways that cultural identity strengthens efforts to support child and youth development.
4. Articulate a personal purpose narrative related to an individual pathway to adult success.
5. Understand the role of evaluation in strengthening efforts to improve child and youth outcomes.

#### **Self-Study**

Understanding your own development is a key feature of this course. What factors shaped your successes? What helped you navigate failures or setbacks? How did your family, school, and community contribute to our development? What is your own definition of a successful adulthood and where are you in your journey to realizing your definition of success? How might your experiences and learning best position you to advocate for children and youth? These are a few of the questions that will be central to a self-study in this course, where you consider your own development to this point and where you might journey as one who contributes to the positive development of children and

youth in any community. This will be a topic of an early assignment, but also a point we hope to revisit throughout the course.

### Required Readings and Supplementary Materials

The course relies on both print and video texts. The majority of the print texts (or required readings) will be made available via Canvas. Video records will be accessed via publicly available websites.

BOOK:

Edleman, M.W. (2008). *The sea is so wide and my boat is so small: Charting a course for the next generation*. New York: Hyperion.

**IMPORTANT:** Class sessions will regularly require you to make direct reference to the assigned readings. Consequently, **you should either bring HARD or ELECTRONIC copies of required readings with you to the course sessions for which they were assigned.**

### Course Assignments, Expectations, and Grading

#### A. **Participation: Attendance and Engagement (60 points)**

You are expected to attend each class, be on time, be engaged in the course, and have all assignments completed on time. Engagement in class includes contributing to the discussions, offering unique insights when relevant, and involvement with in-class activities and assignments. Disengagement might look using technology in ways that do not contribute to our course engagement (e.g. social media, web-browsing), being combative with peers, or not participating in activities and tasks completed in-class.

Effective participation in discussion includes both speaking and listening. This type of participation is essential for a deeper understanding of the course material. During discussion, please listen carefully to others' ideas and challenge yourself to see things from others' points of view. Four general principals are usually helpful: (1) listen carefully, (2) paraphrase what others' say (e.g., "If I understand correctly, you are suggesting that..."), (3) think about it, and (4) respond. If you feel uncomfortable speaking in class (at any point) please see me so we can determine the best way for you to gain the most out of class discussion. It is important to note that participation can include more than just stating already-well formed view points; asking questions of the instructor, your peers, and the readings, and trying out new ideas are wonderful contributions. When you state your opinions and ask questions, try to reflect on course material and readings.

Please keep in mind the **Step Up, Step Down** rule of thumb: some class participants need to push themselves to "step up" and contribute more to our discussion, while others may need to "step down" and allow others to have the floor.

The regularity of your attendance and the nature of your engagement will represent a significant portion of your grade in the class. For each session, you will receive a score of up to 5 points for participation and attendance.

Attending, engaged and with two or more high quality contributions	5
Attending, engaged with one high-quality contribution	4
Attending and engaged but no contribution	3

Attending but disengaged (even with some contribution)	2
Attending but disruptive	1
Absent	0

If you must miss a class, please notify me via email. Also, be sure to contact a classmate after class to get information on what was missed. Also, if you have to miss because of a religious holiday, for jury duty, or other service, please let me know well in advance. Such absences will not affect your course grade.

### ***B. Reading Responses (120 points)***

Each week, you will submit 200 – 300 word response to the readings, where you engage with the readings, providing a brief summary and analysis. The crux of the response should be the analysis, where you include critique, personal connection, and make connections to other readings, class discussion, or cultural artifacts in our society. At the end of your response, you should include 1-2 questions that might be interesting for a class discussion or a conversation with a peer. The questions should not be simple questions with clear answers, but engaging questions that invite some judgement on the value of information or ideas. You will submit one reading response per week, for a total of 12 responses (see schedule of due dates below). The reading response is due by 11pm on the Tuesday night prior to our Wednesday course. You are encouraged to read your peers responses and provide some feedback or extended discussion.

**Due: Weekly interval [see course schedule pages for exact dates]**

### ***C. Two Application Papers (70 points each)***

For these brief papers, you will be required to apply course knowledge in the consideration of 1). Your own development and 2). A Neighborhood in Pittsburgh. You will be given a prompt and required to reflect and/or research to convey connections between course content and the topic. The papers are to be no more than 4-6 pp., double-spaced, APA format.

**Due: Self-Study Brief Paper due February 5 | Neighborhood Study Brief Paper due March 18**

### ***D. Final Paper (150 points)***

This assignment invites you to identify a program, initiative, or organization that you believe supports positive development and promotes social justice for children, youth, and/or families. Ideally this will be a local program, as the assignment requires some interaction with the organization, however you are not limited to selecting a program in Pittsburgh. The aim of the assignment is for you to provide an overview of the organization and offer some analyses on how they serve communities. The paper must include a bibliography that cites at least two papers from the course and four additional articles that provide some insight into the practices that support community. The page requirement is 8-10 pages, 12 pt font, Double-spaced, 1-inch margins, etc. (following APA format).

**Due: April 8**

### ***E. Final Presentation (30 points)***

The final presentation allows you to talk about the program, initiative, or organization you highlight in your final paper. Presentation are 8-10 minutes in length.

**Due: April 15**

**Grading** - Total Points for all Assignments: **500 points**. Grade determined by dividing your final points total by 5.

Final Grades will be determined using the following scale:

95-100 = A	77-79.9 = C+
90-94.9 = A-	74-76.9 = C
88-89.9 = B+	70-73.9 = C-
84-87.9 = B	67-69.9 = D+
80-83.9 = B-	64-66.9 = D

### Course Online Tool

Canvas is the online interface for this course. Readings, assignments, and messages will be accessible 24/7 via this online tool.

### Assignment submissions & returns

All assignments should be submitted via Canvas and/or with a hard copy in class. Assignments will be returned via Canvas or on paper. Do not submit assignments via email or other software apps.

### **Assignment Completion & Make-Up Work for Missed Classes**

It is expected that you complete all assigned readings and assignments even for a day that you miss. That means that you should turn in any written assignment on the day of the class (or on a date we set via communication prior to the missed class), that you should read the assigned materials, and check in with a peer regarding what occurred in class.

### **Late assignment submissions**

I expect all assignments to be completed by the due date. This will ensure I can honor my commitment to all of students to return assignments in a timely fashion and to provide useful feedback. **Missed and/or late assignments will have a negative impact on your grade.**

**Assignment grades will decrease by 20% for each day the assignment is late.**

### Course Policies

#### **Academic Integrity**

Students in this course will be expected to comply with the University of Pittsburgh's Policy on Academic Integrity Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy.

#### **Plagiarism**

Plagiarism (use of other authors' words without quotation marks and citation) of written material from any source, whether hard copy or web-based, will not be tolerated in this course. No excuses will be accepted for any plagiarism. The instructor reserves the right to digitally scan assignments as an additional way to check for plagiarism. If you have any questions about what constitutes plagiarism,

please ask the instructor and/or the Pitt Writing Center (<http://www.composition.pitt.edu/writingcenter/index.html>). When Plagiarism is detected, the instructor will alert the student and depending on the extent of the infraction, a plan will be made to ensure the student understands how to write without plagiarizing. In all cases, the plagiarism will be reported to the Dean's office.

### **Accommodations**

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Disability Resources and Services (DRS), 140 William Pitt Union (412) 648-7890, [drsrecep@pitt.edu](mailto:drsrecep@pitt.edu), (412) 228-5347 for P3 ALS users, as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course. DRS will verify your disability and determine reasonable accommodations for this course. Blackboard is ADA Compliant and has fully implemented the final accessibility standards for electronic and information technology covered by Section 508 of the Rehabilitation Act Amendments of 1998. Please note that, due to the flexibility provided in this product, it is possible for some material to inadvertently fall outside of these guidelines.

### **Classroom Recording**

To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

### **Departmental Grievance Procedures**

The purpose of grievance procedures is to ensure the rights and responsibilities of faculty and students in their relationships with each other. When a PSYED student or a student in a PSYED class believes that a faculty member has not met his or her obligations (as an instructor or in another capacity) as described in the Academic Integrity Guidelines, the student should follow the procedure described in the Guidelines by (1) first trying to resolve the matter with the faculty member directly; (2) then, if needed, attempting to resolve the matter through conversations with the program chair; (3) then, if needed, resolving the matter through conversations with the department chair; (4) if needed, next talking to the associate dean of the school; and (5) if needed, filing a written statement of charges with the school-level academic integrity officer. [Dr. Michael Gunzenhauser is the Associate Dean and Integrity Officer.]

### **Absences for Religious Observances**

As stated in the Faculty Handbook, the University of Pittsburgh has a tradition of recognizing religious observances of members of the University community in instances where those observances may conflict with University activities. On such dates, students should not be penalized for absences and faculty meetings should not be scheduled.

Examples of such occasions are Yom Kippur, Muharram, Diwali, and Good Friday, but other days of religious observance may also conflict with scheduled academic activities. When such conflict occurs, students and faculty should make every effort to reach mutually agreeable arrangements to reschedule the academic activity or provide a substitute activity or evaluation. Students should be encouraged to alert faculty to the potential for such conflicts as early in the term as possible.

In accordance with this university policy, please let me know at the start of the semester of any anticipated absences for religious observance.

**Personal Technology Use**

Appropriate use of electronic devices is a part of your professional responsibility in our class. Using laptops or cell phones as tools for your learning is acceptable, as long as it is not distracting to you, your colleagues or your instructor(s). Examples of acceptable use of electronic devices include making records of your practice and consulting resources for work in class. Non-instructional texting, phone calls, social networking, shopping, and other non-instructional use of these devices during class is unacceptable, and will result in a reduction in your participation grade. If you are concerned about your ability to meet this professional expectation, please discuss your concern with your instructor. Please let us know if there is an emergency that affects your need for using a phone during class time.

**Additional Student Resources**

- *Technology/Computer Help Desk*: 412-624-HELP [4357]
- *Graduate Studies at Pitt*: <http://www.pitt.edu/~graduate/>
- *Student Health Services*: 412-383-1800 (<http://www.studhlth.pitt.edu>)
- *Counseling Center*: 412-648-7930 (<http://www.counseling.pitt.edu>)
- *The Writing Center*: 412-624-6556 ([www.english.pitt.edu/writingcenter](http://www.english.pitt.edu/writingcenter))
- *Academic Resource Center*: 412-648-7920  
(<http://www.asundergrad.pitt.edu/offices/arc/index.html>)
- *Disability Resources and Services*: 412-648-7890 (<http://www.drs.pitt.edu/>)
- *Office of International Services*: 412-624-7120 (<http://www.ois.pitt.edu/>)
- *Information Technology (Computing Services & Systems Development)* (<http://technology.pitt.edu/>)
- *Office of the Registrar* (calendar, transcripts, registration, enrollment)  
(<http://www.registrar.pitt.edu/>)

**COURSE SCHEDULE** (Subject to Modification)

Most required readings are available via Canvas; bring the readings for each session with you to class, either a paper or an electronic copy. (References for all readings available at the end of the syllabus).

WEEK	DATE	TOPIC	READINGS DUE FOR THE CLASS SESSION	ASSIGNMENT/NOTES
<b>Foundations</b>				
1	Jan 8	<i>Course Introduction</i>	No Readings Required	N/A
2	Jan 15	<i>Begin with End in Mind: Young Adult Success</i>	Nagaoka et al. (2014) Foundations for Young Adult Success: A Developmental Framework, <b>Introduction and Chapter 1 pp. 11-35</b>  Bundick, M. J. (2012). The benefits of reflecting on and discussing purpose in life in emerging adulthood, <b>pp. 89-103</b>  Edelman (2008). A letter to young people: Anchors and sails for life's voyage. <b>Ch. 5, pp. 51-66</b>	<b><u>Reading Response #1 Due</u></b>
3	Jan 22	<i>Development: Theory and Practice</i>	Lerner, R. M. et al. (2006). Dynamics of Individual↔Context Relations in Human Development: A Developmental Systems Perspective. <b>Ch. 2, pp. 23-43</b>  <i>National Research Council. (2002). Community programs to promote youth development. Ch. 3, pp. 66-85</i>  Edelman (2008). A letter to Dr. King. <b>Ch. 10, pp. 117-137</b>	<b><u>Reading Response #2 Due</u></b>
4	Jan 29	<i>Equity in a World of Diverse Communities</i>	Yosso, T. J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth, <b>pp. 69-91</b>  Ginwright, S. et al. (2005). Youth, social justice, and communities: Toward a theory of urban youth policy, <b>pp. 24-40</b>  Edelman (2008). A letter to our leaders about America's sixth child and the cradle to prison pipeline. <b>Ch. 7, pp.</b>	<b><u>Reading Response # 3 Due</u></b>
<b>Focus on Families</b>				
5	Feb 5	<i>2 Generation Approach</i>	St. Pierre, R. G. et al. (1995). Two-generation programs: Design, cost, and short-term effectiveness, pp. 76-93  Edelman (2008). A letter to parents. <b>Ch. 1, pp. 1-17</b>	<b><u>Reading Response #4 Due</u></b>  <b><u>Self-Study Paper Due</u></b>

6	Feb 12	Family Engagement	<p>Weiss, H. B. et al. (2018). Joining Together to Create a Bold Vision for Next Generation Family Engagement: Engaging Families to Transform Education, <b>pp. 1- 26</b></p> <p>Harris, E. et al. (2004) Engaging with families in out-of-school time learning. Harvard Family Research Project, Number 4, <b>pp. 1-8</b></p>	<b><u>Reading Response #5 Due</u></b>
<b>Focus on Programs</b>				
7	Feb 19	Out-of-School Time Programs	<p>National Research Council. (2002). <i>Community programs to promote youth development</i>, <b>Executive Summary, pp. 1-18</b></p> <p>Camino, L. A. (2000). Youth-adult partnerships: Entering new territory in community work and research, <b>pp.11-20</b></p> <p>Durlak, J. A (2010). Developing and improving after-school programs to enhance youth’s personal growth and adjustment, <b>pp. 285-293.</b></p>	<b><u>Reading Response #6 Due</u></b>
8	Feb 26	Program Evaluation	<p>Lerner, R. M. et al. (2014). Using relational developmental systems theory to link program goals, activities, and outcomes: The sample case of the 4-H Study of Positive Youth Development, <b>pp. 17-30</b></p> <p>Baum, H. S. (2001). How should we evaluate community initiatives? pp.147-158.</p> <p>Frechtling, J. et al. (2002). The user-friendly handbook for project evaluation. <b>Part I-III, pp. 3-30.</b></p>	<b><u>Reading Response #7 Due</u></b>
<b>Focus on Schools</b>				
9	Mar 4	Education in Communities	<p>National Commission on Social, Emotional, and Academic Development (2019). <b>Introduction and Ch. 3, pp. 5-21, 67-76</b></p> <p>Edelman (2008). A letter to teachers and educators. <b>Ch. 2, pp. 19-30</b></p>	<b><u>Reading Response #8 Due</u></b>
10	Mar 11	Spring Break (No Class)	N/A	N/A
11	Mar 18	Community Schools	<p>Green, T. L. et al. (2014). Transforming Out-of-School Challenges Into Opportunities: Community Schools Reform in the Urban Midwest, <b>pp. 930–954</b></p> <p>Glasgow, N. K., &amp; Lovett, M. University Community Schools–Embedded and Institutionalized: Defining Conditions for Sustainability, <b>pp. 34-46</b></p>	<b><u>Reading Response #9 Due</u></b>  <b><u>Neighborhood Study Paper Due</u></b>

Focus on Neighborhoods				
12	Mar 25	<i>Ecosystems</i>	<p>Browning, C. R. et al. (2014). Moving Beyond Neighborhood: Activity Spaces and Ecological Networks As Contexts for Youth Development, <b>pp. 165-196.</b></p> <p>Dostilio, L.D. (2017). Neighborhood-Emplaced Centers: A Trend within American Urban Community-University Engagement, <b>pp. 26-38</b></p> <p>Edelman (2008). A letter to neighbors and community leaders. <b>Ch. 3, pp. 31-39</b></p>	<p><b><u>Reading Response #10 Due</u></b></p>
13	Apr 1	<i>Partnerships</i>	<p>Davies, D. (2002). The 10th school revisited: Are school/family/community partnerships on the reform agenda now, <b>pp. 388-392</b></p> <p>Hands, C. (2005). It's Who You Know" and" What You Know: The Process of Creating Partnerships between Schools and Communities, <b>pp. 63-84</b></p> <p>Swick, K. J. (2003). Communication concepts for strengthening family-school-community partnerships, <b>pp. 275-280</b></p>	<p><b><u>Reading Response #11 Due</u></b></p>
Moving Forward				
14	Apr 8	<i>Advocating for Children, Youth, and Families</i>	<p>Scales, P. C. et al. (2001). The role of neighborhood and community in building developmental assets for children and youth: A national study of social norms among American adults. <b>pp. 703-727</b></p>	<p><b><u>Reading Response #12 Due</u></b></p> <p><b><u>Final Paper Due</u></b></p>
15	Apr 15	<i>Final Presentations</i>	No Readings Required	<p><b><u>Final Presentation Due</u></b></p>

## References:

- Baum, H. S. (2001). How should we evaluate community initiatives? *Journal of the American Planning Association*, 67(2), 147-158.
- Benson, P. L. (2007). Developmental assets: An overview of theory, research, and practice. *Approaches to positive youth development*, 33, 58.
- Browning, C. R., & Soller, B. (2014). Moving Beyond Neighborhood: Activity Spaces and Ecological Networks As Contexts for Youth Development. *Cityscape (Washington, D.C.)*, 16(1), 165-196.
- Bundick, M. J. (2012). The benefits of reflecting on and discussing purpose in life in emerging adulthood. *New Directions for Youth Development*, 2011(132), 89-103.
- Camino, L. A. (2000). Youth-adult partnerships: Entering new territory in community work and research. *Applied Developmental Science*, 4(S1), 11-20.
- Davies, D. (2002). The 10th school revisited: Are school/family/community partnerships on the reform agenda now?. *Phi Delta Kappan*, 83(5), 388-392.
- Dostilio, L.D. (2017). Neighborhood-Emplaced Centers: A Trend within American Urban Community-University Engagement. *Australasian Journal of University-Community Engagement*, 11(1), pp. 26-38.
- Durlak, J. A., Mahoney, J. L., Bohnert, A. M., Parente, M. E. (2010). Developing and improving after-school programs to enhance youth's personal growth and adjustment: A special issue of AJCP. *American Journal of Community Psychology*, 45, 285-293.
- Edelman, M. W. (2008). *The sea is so wide and my boat is so small: Charting a course for the next generation*. New York: Hyperion.
- Frechtling, J., Frierson, H., Hood, S., & Hughes, G. (2002). The user friendly handbook for project evaluation (No. NSF02-057). *Arlington, VA: NSF*.
- Ginwright, S., Cammarota, J., & Noguera, P. (2005). Youth, social justice, and communities: Toward a theory of urban youth policy. *Social Justice*.
- Glasgow, N. K., & Lovett, M. University Community Schools—Embedded and Institutionalized: Defining Conditions for Sustainability. *Universities & Community Schools Journal*, 8 (1-2), 34-46.
- Green, T. L., & Gooden, M. A. (2014). Transforming Out-of-School Challenges Into Opportunities: Community Schools Reform in the Urban Midwest. *Urban Education*, 49(8), 930-954.
- Hands, C. (2005). It's Who You Know" and" What You Know: The Process of Creating Partnerships between Schools and Communities. *School Community Journal*, 15(2), 63-84.
- Harris, E. & Wimer, C. (2004) Engaging with families in out-of-school time learning. Harvard Family Research Project, Number 4
- Lerner, R. M., Lerner, J. V., Almerigi, J., & Theokas, C. (2006). Dynamics of Individual←→ Context Relations in Human Development: A Developmental Systems Perspective. In *Comprehensive Handbook of Personality and Psychopathology: Personality and Everyday Functioning* Thomas, J. C., & Segal, D. L. (Eds.). (Vol. 1). John Wiley & Sons.
- Lerner, R. M., Wang, J., Chase, P. A., Gutierrez, A. S., Harris, E. M., Rubin, R. O., & Yalin, C. (2014). Using relational developmental systems theory to link program goals, activities, and outcomes: The sample case of the 4-H Study of Positive Youth Development. *New Directions for Youth Development*, 2014(144), 17-30.
- Nagaoka, J., Farrington, C. A., Ehrlich, S. B., & Heath, R. D. (2015). *Foundations for Young Adult Success: A Developmental Framework. Concept Paper for Research and Practice*. University of Chicago Consortium on Chicago School Research.

- National Commission on Social, Emotional, and Academic Development. (2019). *From a Nation at Risk, to a Nation at Hope: Recommendations from the National Commission on Social, Emotional, and Academic Development*.
- National Research Council. (2002). *Community programs to promote youth development*. National Academies Press.
- Scales, P. C., Benson, P. L., Roehlkepartain, E. C., Hintz, N. R., Sullivan, T. K., & Mannes, M. (2001). The role of neighborhood and community in building developmental assets for children and youth: A national study of social norms among American adults. *Journal of Community Psychology, 29*(6), 703–727.
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- Swick, K. J. (2003). Communication concepts for strengthening family-school-community partnerships. *Early childhood education journal, 30*(4), 275-280.
- Weiss, H. B., Lopez, M. E., & Caspe, M. (2018). *Joining Together to Create a Bold Vision for Next Generation Family Engagement: Engaging Families to Transform Education. Global Family Research Project*.
- Yosso, T. J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race ethnicity and education, 8*(1), 69-91.