

## Psychology 387-01/487-01: Youth Violence Seminar and Outreach Fall, 2009

- Professor:* Steven Meyers, Ph.D., ABPP
- Office Location:* Downtown Campus, Auditorium Building, Room 1256  
Phone and voicemail: 312-341-6363
- Other Contacts:* E-mail: [smeyers@roosevelt.edu](mailto:smeyers@roosevelt.edu)  
Homepage: <http://faculty.roosevelt.edu/meyers>
- Seminar Meetings:* Auditorium Building: Thursdays, 2:00 – 4:30 pm
- Office Hours:* Tuesdays, 12:15 – 1:15 pm and Thursdays, 4:30 – 6:30 pm
- Teaching Assistant:* Beth Rutkowski, MA  
E-mail: [beth.rutkowski@mymail.roosevelt.edu](mailto:beth.rutkowski@mymail.roosevelt.edu)  
Phone: 734-395-5622
- Required Texts:* Loeb, P. R. (1999). *Soul of a citizen: Living with conviction in a cynical time*. New York: St. Martin's Griffin. ISBN: 0-312-20435-3.
- Kotlowitz, A. (1991). *There are no children here: The story of two boys growing up in the other America*. New York: Anchor. ISBN: 0-385-26556-5.
- Liss, S. (2005). *No place for children: Voices from juvenile detention*. Austin: University of Texas Press. ISBN: 0-292-70196-9.
- Kush, C. (2004). *The one-hour activist: The 15 most powerful actions you can take to fight for the issues and candidates you care about*. San Francisco: Jossey-Bass. ISBN: 0-7879-7300-9.
- In addition, you will need to download readings from the Internet or from the Blackboard class site at <http://roosevelt.blackboard.com/> indicated by [Bb] below.

### *Course Prerequisites:*

For those enrolled in PSYC 387, this is an upper division undergraduate class with an expectation of your prior completion of three psychology courses. For those in PSYC 487, admission to any of the graduate programs in the Department of Psychology will satisfy prerequisites for enrollment.

### *Course Description:*

In this three-credit seminar, you will learn about the critical issue of youth violence through readings, class lectures and discussions, and advocacy service-learning. The class has a skill-building

and applied focus: You will participate in community exploration and political action to improve the lives of children who experience risk and adversity in Chicago and throughout Illinois.

Students will interview and consult with neighborhood organizations and community members, explore effective policies and programs that reduce youth violence, and advocate for strategies that prevent and minimize youth violence to their elected officials and the broader public. This work will be complemented by presentations by guest speakers and out-of-class activities to help you learn how different stakeholders respond to these social challenges.

At the end of this course, you should be able to:

- Describe the scope of youth violence, its causes, and strategies that prevent and reduce its occurrence using approaches from different disciplines.
- Apply critical thinking skills to evaluate information about at-risk youth.
- Advocate for children's well-being to multiple audiences.
- Develop civic participation and political engagement skills around course topics.

This course is designed to reflect Roosevelt University's historic commitment to social justice and its unique mission: "to educate socially conscious citizens for active and dedicated lives as leaders in their professions and their communities." Roosevelt University prides itself on promoting greater equality in society, consistent with its creation in 1945 by faculty who all resigned from the YMCA College in Chicago to protest its use of quotas and discrimination in student admissions. Consistent with the University's framework of values, you will learn about the challenges of disenfranchised children from personal, social, and political perspectives in this class, and you will be encouraged to redress these inequalities through civic and community activism.

*Course Requirements:*

### 1. Class participation

Class sessions will consist of lectures, discussions, guest speakers, and problem-based learning activities. To promote the quality of discussions and exercises, you are expected to complete all readings prior to the date for which they are assigned. Moreover, because of the interactive nature of this course, it is very important for you to attend and participate each week.

Participation involves actively applying the concepts from class and readings to relevant problems, and engaging in group activities. Your class participation will be evaluated by the completion of brief written exercises during class sessions. These exercises will be scored on a 10-point scale and will account for 30% of your final grade. If you are absent from class, you will receive 5 out of 10 points for that day's in-class assignment (rather than a 0).

### 2. Reading comment and questions

At the beginning of each class, you will turn in a type-written comment and question set based on the assigned readings for that day.

For the *comment* section of the assignment, focus on an important concept, research finding, or idea from the week’s readings. Explain why you found this idea interesting, how it applies to your advocacy field work, or how it connects to your emerging understanding of the course topics. The minimum length of your comment is 100 words.

For the *question* section of the assignment, develop a connected set of questions about the readings that you would like me to answer. This set of questions will be a paragraph in length, with a minimum of 100 words. Your questions should show that you have thought about the readings with care. Note that these questions are not the same as “quiz questions” that you may have written for other classes -- answers are not found neatly in the readings, but build on them. Here is an example of a good question and one to avoid:

	<i>Description</i>	<i>Example</i>
<i>Poor</i>	Questions that can be answered in simple terms or that have one right answer. Questions that are vague and general. Questions that focus predominantly on the recall of information.	Does public housing help or hurt its residents in terms of creating an environment prone to violence? Why or why not?
<i>Good</i>	Questions that require answers which encourage the synthesis, analysis, or evaluation of information. Questions that are generally longer, may have several parts to them, and cut across different areas.  <i>(Note that this is still shorter than the minimum length, but it gives you an idea.)</i>	Chapter 3 in <i>There Are No Children Here</i> describes how the CHA housing projects were created, including the Henry Horner Homes. How much of the violence in these projects is related to the concentration of impoverished people living in high-rise buildings or large complexes? Will mixed-income housing that is currently being developed in Chicago really solve this? Kotlowitz also discusses that these buildings were made poorly. Would it really have made a difference if they were well-built given all of the challenges that the people who live there experience?

This assignment encourages critical thinking and encourages you to be prepared before class. Reading comments and questions will be collected at the beginning of class sessions and will not be accepted afterwards. Each submission will be graded as *very good* (1.0 point), *adequate* (0.8 point), or *inadequate/not turned in* (0 points). Reading comments and questions will account for 10% of your final course grade.

### 3. Article analysis

One important part of becoming an effective advocate for at-risk youth is to be aware of current issues that affect their lives. Most people learn about current and critical events by reading newspapers or news magazines. This class encourages you to keep informed, and I will facilitate this task by maintaining a blog that compiles relevant articles and clippings at <http://reduceyouthviolence.blogspot.com/>.

As part of this course, you will complete 3 brief analyses of articles that appear on the blog (or other articles in well-regarded news outlets that you may find on your own) during the semester. Each article analysis will be 250 words in length at minimum, and will be divided into the following sections: (a) article title, author, original source, and date; (b) a one paragraph summary of the content of the article [note: be certain to carefully avoid plagiarism]; (c) an insightful analysis of how the content of the article connects to the course material; and (d) your personal and informed opinion about the issue raised in the article.

These analyses are due on Sessions 4, 7, and 11 of class. They will be graded on a 10-point scale and will collectively account for 10% of your final course grade. Late submissions will be penalized at a rate of 0.5 point per day.

### 4. Advocacy portfolio

Effective advocates share their research and their convictions with elected officials and the broader public to promote change. You will learn these skills and will have the opportunity to practice them through a portfolio of assignments.

#### *Audio Slide Show Production*

One aspect of the advocacy service-learning component of this class is to interview neighborhood residents, community and professional leaders, and elected officials about the issue of youth violence. I will provide small groups of students with both a digital camera for taking photos and a digital voice recorder to record conversations. I will also help you obtain appropriate informed consent from all necessary parties.

Groups of students will use these photos and sound files to create Internet audio slide show productions that will each be about 4 minutes in length after careful editing. You will have to use different Internet sites and download several software programs for this project. First, you will upload and store photos at <http://www.flickr.com> that you and your group are considering using. Second, you will convert the audio files from the recorders to mp3 format using Switch Audio File Conversion software (download for free at <http://www.nch.com.au/switch/>). Third, you will store your unedited mp3 audio files at <http://itunesU.roosevelt.edu> in the class's iTunes U site that will download a free copy of iTunes onto your computer. Fourth, you will edit these mp3 recordings using Audacity (download for free at <http://audacity.sourceforge.net/download/>). Finally, you will use Soundslides to combine your selected photos with your edited audio (download at <http://soundslides.com/>). The Soundslides program costs \$39.99; however, you may share this cost with other members of your base group because only one copy will be necessary.

I recommend several resources to assist you as you complete this assignment. See examples from

your Liss textbook to learn how to take compelling pictures using the digital cameras, and read the information at <http://digital-photography-school.com/blog/digital-photography-composition-tips/> . You can also read more about audio slide shows and see examples at [http://www.robgalbraith.com/bins/multi\\_page.asp?cid=7-7899-8616](http://www.robgalbraith.com/bins/multi_page.asp?cid=7-7899-8616)

When completed, your audio slide shows will be posted to the Internet for public access and informing. They will be submitted on Session 13, will be scored on a 10-point scale, and will account for 15% of your final grade. Grades will reflect a combination of the group product and the average of your peers' evaluation of your contributions. Late submissions will be penalized 0.5 point per day. Plan and start work on this project well in advance of the due date because creating a high-quality audio slide show is very time consuming.

#### *Letter to Your Elected Official and Letter to the Editor*

Students will write two well-crafted letters on the issue of youth violence. You will learn specific steps to increase the effectiveness of your correspondence through readings and guest speaker presentations. Your letter to your elected official will draw on the knowledge that you have gained from this course, will use your personal and advocacy service-learning experiences for illustrations, and will request a specific political action. Your second letter will be a letter to the editor of a local newspaper (e.g., *Chicago Tribune*, *Chicago Sun-Times*, *Daily Herald*, or smaller local papers) or one in your hometown. It is designed to convey your well-expressed opinion, convey relevant information, and connect to local issues pertinent to youth violence. You can view illustrations at <http://www.chicagotribune.com/news/opinion/letters/> .

The letter to your elected official will be due on Session 10 and the letter to the editor will be due on Session 13. These two letters will be scored on a 10-point scale and will collectively account for 5% of your final grade. The letters will be weighted on a 2:1 basis (i.e., the letter to your elected official is counts double in comparison to your letter to the editor). Late submissions will be penalized 0.5 point per day.

#### 5. Reflection/action journal

One central requirement for this course is community-based service-learning involving 25 hours outside of classroom meetings during the semester. You will need to devote additional hours for telephone contacts, coordination, and transportation for this work. During these times, you and members of your group will interview and photograph people and places, learn about the scope and impact of youth violence, explore policies and programs that prevent or reduce youth violence, and advocate for change. *Before making your final decision to remain in this class, you should determine whether you have the willingness, ability, and the scheduling flexibility to fulfill this class requirement.*

Structured reflection about your service-learning experiences is an important component of this class. By maintaining a written journal, you will be able to critically examine what you are doing and seeing, make connections between your experiences and the course material, and think about what you are learning.

More specifically, you will write a series of journal entries that document your weekly experiences in the community once your service-learning begins. Remember to type your journals immediately after your advocacy service-learning work so you recall the details. The minimum length is one page for

each hour of volunteer work. You will be submitting your journal in two installments during the semester, on Session 9 and during finals period.

Each journal entry will be divided into the following four sections, *using these headings*:

- (a) The date and the start and stop times of your work.
- (b) A summary of your activities and interactions. What did you do or hear or see? Who did you interview and what did they say?
- (c) Concrete connections between your advocacy service-learning work and the course material (i.e., readings, class lectures/discussions, Internet resources). Note that these connections should be detailed and specific. They may relate to any part of the course rather than only to the topic of the week. Select specific topics from the course and explain how they helped you understand advocacy service-learning activities. Conversely, choose some community-based experiences and explain how these interactions clarified the class material; *and*
- (d) A summary of what you learned, found interesting, found confusing, and your emotional reactions.

Journals will be evaluated on a 10-point scale and will account for 30% of your final course grade. Late journals will be penalized at a rate of 0.5 point per day. The second journal will count for double the weight of your initial journal submission.

#### *Base Groups:*

Base groups are long-term cooperative learning groups with stable membership whose primary responsibility is to provide each student the support, encouragement, and assistance they need to make academic progress. Base groups personalize the work required and the learning experience. During this course you will be part of a base group consisting of about four participants. These base groups will stay the same during the entire course. The members of your base group should exchange phone numbers, addresses, and information about schedules as you may wish to meet outside of class.

At the beginning of each meeting, students will meet in their base groups for approximately five minutes to:

1. Congratulate each other for living through the time since last class session, and to check to see that none of their group is under undue stress.
2. Review what members have read and done since last class session. Members should be able to give a brief summary of what they have read, thought about, and done in terms of course responsibilities. They may come to class with resources they have found, or copies of work they have completed and wish to distribute to their base group members.

Base groups are available to support individual group members. If a group member arrives late, or must leave early on occasion, the group can provide information about what that student missed.

Questions regarding course assignments and class sessions may be addressed in the base group; however, clarification is always available from the instructor.

All members are expected to contribute actively to the class discussions, strive to maintain effective working relationships with other participants, complete all assignments, assist group members in completing assignments as necessary, and express their ideas in discussion.

I also encourage you to communicate with your base group members and other classmates through the class Blackboard site. In addition, become familiar with the blog related to the course: <http://reduceyouthviolence.blogspot.com/>.

*Computation of Grades:*

Weighted scores from each component of the class (participation, reading comment and questions, article analyses, advocacy portfolio, and reflection/action journal) will be added together. Because this is a cross-listed undergraduate/graduate course, different scales will be used to determine final course grades. Numerical grades will be converted to letter grades according to the following scale for undergraduates enrolled in PSYC 387. Note that undergraduates do not receive “minus” grades.

A	90.00 – 100	B+	86.00 – 89.99	B	80.00 – 85.99
C+	76.00 – 79.99	C	70.00 – 75.99	D+	66.00 – 69.99
D	60.00 – 65.99	F	59.99 and below		

Numerical grades will be converted to letter grades according to the following scale for graduate students enrolled in PSYC 487. Graduate students will not have any additional course assignments relative to undergraduates; however, the standards to earn letter grades are more rigorous. Note that graduate students do not receive “plus” grades.

Grade	Total Points	Grade	Total Points	Grade	Total Points
A	93.00 – 100	A-	90.00 – 92.99	B	83.00 – 89.99
B-	80.00 – 82.99	C	73.00 – 79.99	C-	70.00 – 72.99
D	63.00 – 69.99	D-	60.00 – 62.99	F	59.99 and below

Please note that there will be absolutely no “rounding” of final scores.

I also follow the Registrar’s policy for assigning Incompletes for this course. That is, a grade of **I** will only be assigned when a small portion of the total semester’s work has to be completed and the student has a compelling reason why the work cannot be completed within the regular timeframe.

*Make Up Work Policy:*

In the absence of a documented, legitimate reason for missing an assignment, a grade of **F** will be assigned for that work that is not submitted. Credit for participation cannot be made up, due to the nature of this particular element of the course. Other work submitted late will be penalized according to the descriptions above. Assignments submitted late must be e-mailed to me at [smeyers@roosevelt.edu](mailto:smeyers@roosevelt.edu) (either as a MS Word or pasted into the e-mail message itself). If you email

me a late assignment, I will send you an email in return providing receipt confirmation. This is your only assurance that the document was successfully transmitted.

*Academic Dishonesty:*

All students will be held to the University's standards on academic dishonesty, as described in the student handbook and planner and on the University's website. I strongly encourage you to refer to the following University website for additional details regarding plagiarism and how to avoid it: **<http://www.roosevelt.edu/plagiarism/default.htm>**. Lack of knowledge of standards will not be accepted as an excuse. Students found guilty of academic dishonesty will receive an **F** for the course, and their names will be forwarded to the Student Services office.

*Disability Services:*

Students with disabilities or other conditions that require special accommodation are encouraged to identify themselves to the instructor and to the Office of Disability Services (312-341-3810) at the beginning of the semester. This will allow suitable services and adjustments to be made.

*Religious Holidays:*

Roosevelt University respects the rights of students to observe major religious holidays and will make accommodations, upon request, for such observances. Students who wish to observe religious holidays must inform their instructors in writing *within the first two weeks* of each semester of their intent to observe the holiday so that alternative arrangements convenient to both students and faculty can be made at the earliest opportunity. Students who make such arrangements by the deadline will not be required to attend classes or take examinations on the designated days, and faculty must provide reasonable opportunities for such students to make up missed work and examinations. However, all work missed for such absences, including papers and examinations, must be made up. Students who do not arrange for excused absences by the deadline are not entitled to such accommodations.

*Additional Resources and Reference Material on the Internet:*

Facts and Statistics Relevant to Child Well-Being and Youth Violence

America's Children in Brief: Key National Indicators of Well-Being, 2009

**<http://www.childstats.gov/index.asp>**

Voices for Illinois Children

**<http://www.voices4kids.org/>**

Anne E. Casey Foundation: Kids Count 2009 data book

**<http://datacenter.kidscount.org/databook/2009/Default.aspx>**

Centers for Disease Control and Prevention: Youth Violence Statistics

**[http://www.cdc.gov/ViolencePrevention/youthviolence/stats\\_at-a\\_glance/index.html](http://www.cdc.gov/ViolencePrevention/youthviolence/stats_at-a_glance/index.html)**

Programs, Policies, and Resources Related to the Prevention and Treatment of Youth Violence

Chapin Hall Center for Children at the University of Chicago  
<http://www.chapinhall.org/>

Ounce of Prevention Fund  
<http://www.ounceofprevention.org/>

Illinois Violence Prevention Authority  
<http://www.ivpa.org/>

Illinois Center for Violence Prevention  
<http://www.icvp.org/icvp.asp>

Fight Crime: Invest in Kids  
<http://www.fightcrime.org/>

CeaseFire  
<http://www.ceasefirechicago.org/>

Blueprints for Violence Prevention  
<http://www.colorado.edu/cspv/blueprints/index.html>

Social Programs that Work  
<http://www.evidencebasedprograms.org/>

Collaborative for Academic, Social and Emotional Learning  
<http://www.casel.org/>

Child Trends  
<http://www.childtrends.org/>

US Department of Justice: Office of Juvenile Justice and Delinquency Prevention  
<http://ojjdp.ncjrs.org>

The Urban Institute  
<http://www.urban.org/>

US SAMHSA National Registry of Evidence-Based Programs and Practices  
<http://nrepp.samhsa.gov/>

US SAMHSA National Mental Health Information Center: Youth Violence Prevention  
<http://mentalhealth.samhsa.gov/schoolviolence/>  
<http://mentalhealth.samhsa.gov/publications/allpubs/SVP-0054/appendix.asp>

Voices for America's Children  
<http://www.voices.org/>

US Department of Health and Human Services: Administration for Children and Families  
<http://www.acf.hhs.gov/programs/cb/>

Children's Defense Fund  
<http://www.childrensdefense.org>

Family Impact Seminars  
<http://www.familyimpactseminars.org/>

Resources on Chicago and Illinois State Government

City Council Journal of Proceedings and Guide to Legislation  
<http://www.chicityclerk.com/legislation.html>

Illinois General Assembly Home Page  
<http://www.ilga.gov/>

Illinois Register and Yearly Index  
<http://www.cyberdriveillinois.com/publications/indexpub.html#register>

Chicago Department of Family and Support Services  
[www.cityofchicago.org/fss/](http://www.cityofchicago.org/fss/)

Chicago City Clerk  
<http://www.chicityclerk.com/>

Resources on Advocacy and Community Organizing for Children and Youth

American Psychological Association Division 37 Task Force for Child and Family Advocacy Training. (2006). *APA Division 37's guide to advocacy: Legislative support for children, youth, and families*. Washington, DC: Author. Download at <http://www.apa.org/divisions/div37/resources.html>

Community Tool Box: <http://ctb.ku.edu/>

*General Notes:*

I am committed to the education of each student in this course. If there is a problem that is negatively affecting your course performance, *contact me immediately* so that we can develop an appropriate plan to help you succeed in this class. I urge you not to wait until the end of the semester or until after an assignment is due to speak with me. I encourage you to attend my office hours or contact me by telephone, voice mail, or e-mail.

There are other important university resources that you can access if you feel they will be helpful. These include the University Writing Center (AUD 650, 312-322-7141), the Academic Success Center for tutoring and other assistance (HCC 310, 312-341-3818), and the Counseling Center (AUD 462, 312-341-3548). Students with disabilities are encouraged to identify themselves at the Academic Success Center at the start of the semester to receive suitable services and academic accommodations.

Finally, people characterized by a variety of backgrounds, ages, experiences, abilities, and other differences contribute to the community of learners in our classroom. We can all learn from these different perspectives, and everyone should be respected and appreciated.

## Course Schedule

*Note that information for a class session may span across a page*

### ***Session 1: Thursday, September 3, 2009***

Topic: Overview  
Readings: No readings.

### ***Session 2: Thursday, September 10, 2009***

Topic: Active citizenship and perspectives from community psychology  
Readings: Loeb, *Soul of a Citizen*, Introduction, Chapters 1 and 3.  
Bogenschneider, K. (1996). An ecological risk/protective theory for building prevention programs, policies, and community capacity to support youth. *Family Relations*, 45, 127-138. [Bb]

### ***Session 3: Thursday, September 17, 2009***

Topic: Active citizenship II  
Readings: Loeb, *Soul of a Citizen*, Chapters 6 and 8.  
*City Clerk Government Guide*, pp. 1-22. [Bb]  
*Illinois Handbook of Government, 2007-2008*, pp. 4-17; 54-61; and 72-73. [Bb]

### ***Session 4: Thursday, September 24, 2009***

Topic: Youth violence: Definitions and scope  
Readings: Blumstein, A. (2002). Youth, guns, and violent crime. *Future of Children*, 12(2), 39-53. [Bb]  
City of Chicago, *Juvenile Justice: Chronic, serious, violent juvenile arrestees, 1999-2003*. [Bb]  
City of Chicago, *Juvenile Justice: Murders of persons under 20 years, 1991-2004*. [Bb]  
City of Chicago, *Juvenile Justice: Juvenile arrest trends, 2003-2008*. [Bb]  
City of Chicago, *Chicago Crime Trends: Gang-motivated murders, 1991-2004*. [Bb]

Optional: Lewitt, E. M., & Baker, L. S. (1996). Children as victims of violence. *Future of Children*, 6(3), 147-156. [Bb]

Notes: Article analysis #1 due

***Session 5: Thursday, October 1, 2009***

Topic: Lives in violent neighborhoods I

Readings: Kotlowitz, *There Are No Children Here*, Chapters 1 to 10.

Notes: Meetings with your local and state elected officials are scheduled by today. Select dates after Session 9.

***Session 6: Thursday, October 8, 2009***

Topic: Lives in violent neighborhoods II

Readings: Kotlowitz, *There Are No Children Here*, Chapters 11 to 20.

***Session 7: Thursday, October 15, 2009***

Topic: Tertiary prevention: Juvenile justice

Readings: Liss, *No Place for Children*, entire book.

Optional: *Anne E. Casey Foundation 2008 Kids Count Data Book*, excerpt. [Bb]

Notes: Article analysis #2 due

***Session 8: Thursday, October 22, 2009***

Topic: Secondary prevention: Community interventions with at-risk youth

Readings: Emens, E. F., Hall, N. W., Ross, C., & Zigler, E. F. (1996). Preventing juvenile delinquency: An ecological, developmental approach. In E. F. Zigler, S. L. Kagan, & N. W. Hall (Eds.), *Children, families, and government: Preparing for the twenty-first century* (pp. 308-332). New York: Cambridge University Press. [Bb]

Kotlowitz, A. (2008, May 4). Blocking the transmission of violence. *New York Times Magazine*. [Bb]

*Session 9: Thursday, October 29, 2009*

- Topic: Advocacy 1: Contacting your legislators
- Readings: Kush, *One-Hour Activist*, Actions 1-3, 5, 6, 8-10, and 16.
- Notes: Reflection/action journal #1 due

*Session 10: Thursday, November 5, 2009*

- Topic: Secondary prevention: Families and youth violence
- Readings: Riley, D., & Bogenschneider, K. (2006). Do we know what good parenting is? Can public policy promote it? In K. Bogenschneider (Ed.), *Family policy matters: How policymaking affects families and what professionals can do* (2<sup>nd</sup> ed., pp. 67-84). Mahwah, NJ: Erlbaum. [Bb]
- MST Treatment Model, readings at  
[http://www.mstservices.com/mst\\_treatment\\_model.php](http://www.mstservices.com/mst_treatment_model.php)
- Notes: Letters to your local elected official, Illinois state representative, and Illinois state senator due

*Session 11: Thursday, November 12, 2009*

- Topic: Primary prevention: Welfare and educational policy
- Readings: Pecora, P. J. (2006). Child welfare policies and programs. In J. M. Jenson & M. W. Fraser (Eds.), *Social policy for children and families: A risk and resilience perspective* (pp. 19-66). Thousand Oaks, CA: Sage Publications. [Bb]
- Frey, A. J., & Walker, H. M. (2006). Education policy for children, youth, and families. In J. M. Jenson & M. W. Fraser (Eds.), *Social policy for children and families: A risk and resilience perspective* (pp. 67-92). Thousand Oaks, CA: Sage Publications. [Bb]
- Optional: Anyon, J. (2005). What “counts” as educational policy? Notes toward a new paradigm. *Harvard Educational Review*, 75, 65-88. [Bb]
- Notes: Article analysis #3 due

*Session 12: Thursday, November 19, 2009*

Topic: Advocacy 2: Outreach to newspapers and popular media

Readings: Kush, *One-Hour Activist*, Actions 11-15.

May, E. (2007). *How to save the world in your spare time*. Toronto, ON: Key Porter Books, Chapters 6 and 7. [Bb]

*Session 13: Thursday, December 3, 2009*

Topic: Workshop day

Optional: Kotlowitz, *There Are No Children Here*, Chapters 21 to 31.

Notes: Letter to newspaper editor due

Audio slide show production due

*Session 14: Thursday, December 10, 2009*

Topic: Course conclusion and event

Readings: No readings.

*Finals Period: Thursday, December 17, 2009*

Notes: Reflection/action journal #2 must be submitted by today at 12:00 noon