

VERSION AS OF 9/1/19

Education 1270: Adolescence in Social Context

Time: Tuesdays and Thursdays from 2:30-3:50PM

Location: Friedman Hall, Room 108

Website: <https://canvas.brown.edu/courses/1079318>

Instructor: Dr. Chris Buttimer

Contact: christopher_buttimer@brown.edu or chrisbuttimer4444@gmail.com

Office Hours: TBD

TA: TBD

Course Description:

What does it mean to be an adolescent? Is it an age-based or social-role based distinction? Is teen angst a universal phenomenon? Do parents really just not understand? Both an individual and a collective perspective on adolescence are used to provide an understanding of how this life stage is differently experienced by youth cross-culturally. Readings include theoretical and empirical papers from psychology, sociology, anthropology, and education. In this class, we look at adolescence as a period of change and transition in the life course where youth redefine their interpersonal and institutional relationships based on their changing age and social status. We examine how local context and salient axes of social difference affect both the cultural construction of what adolescence means and how individual youth navigate their everyday lives.

Course Goals:

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

- Identify, describe, and evaluate how adolescence has been characterized as a phase in the life course across the humanistic social sciences
- Analyze in written assignments and class discussions the role of institutional actors and more intimate influences like family and friends in adolescent development
- Describe in written assignments and class discussions how differences of local context, race, class, gender, and other social structures affect the experiences of adolescents and the construction of who is an adolescent across contexts
- Apply theoretical constructs discussed in class to various “real world” tasks, media, etc. related to adolescence.

Credit Hours:

For full-credit courses at Brown, in-class and out-of-class hours total 180 hours over the length of a semester. This is a full-credit course with an estimated credit hour load of 180 hours.

In-class time:

- This course meets for 3 hours a week, for a total of 42 hours over 14 weeks.

Out-of-class time:

- Roughly, expect to spend around 126 hours on this course outside of class time during the semester. Outside of class on a weekly basis, you are expected to read for understanding and to prepare for discussion (about 5 hours/week, 70 hours total). In addition, you will have weekly application assignments (see below) that will take about 4 hours per week, or 56 hours.

These are estimates; you may find you spend more time reading/writing than the numbers suggested above.

Requirements and Assignments

Class Participation:

Students are expected to attend all class meetings. **It is critical that you have completed all of the readings and analysis assignments before class for two reasons.**

First, you will be partnered up with a classmate (which will rotate a couple of times throughout the semester) to whom you will be accountable for a.) posting in your journal; and b.) responding to their journal entries. If you don't do the work, you let your partner down.

Second, most of the classroom activities will be small-group and discussion-based where you and your classmates are expected to engage with the weekly readings and applications. **I will do very little lecturing or talking at you, so if you do not come to class having done the readings or applications, it will be difficult to participate (that said, come to class even if you haven't done the readings).**

However, consistent with a humanizing approach to learning and teaching, I understand that things happen in people's lives, and if you cannot make class (please stay home if you're sick!), we will work something out. **Please contact me with as much advanced notice as possible if you cannot attend a class.** However, given the collaborative, discussion-based nature of the course, it will be very difficult to make up a class. So please do your best to be there on time and well prepared every class.

Weekly Analysis Entries (for Tuesday's class):

Each week, you will be responsible for **responding to/analyzing the weekly readings by 9pm on Monday evening**. I will explain this in much further detail in class, but essentially you will either:

1. pick three quotes from the reading and respond to them using a modified version of the *Three Levels of Text* protocol:
 - a. **Level 1 (the quote):** What does the quote literally say (pasted screenshot is fine)?
 - b. **Level 2 (the world):** Why did you choose it? What struck you as interesting/odd/spot-on/thoughtful/thoughtless/wrong/important? Why does it matter in the world?
 - c. **Level 3 (you):** What will you do with this information/new way of thinking in your life, e.g., in relationships, work, future career, etc.?
2. Reflect in an open-ended way, doing the equivalent of 6 short paragraphs of writing, weaving in key concepts and **at least 1 quote** from the readings; creative representations (e.g., artist representations, meme, links to videos, poetry, etc.) highly encouraged, though ensure it's the equivalent work to writing 6 short paragraphs

NB: if entries do not have sufficient enough effort, you will be asked to revise/rewrite.

Additionally, between 9pm on Monday and class the next day on Tuesday, **you are responsible for reading your assigned partners analysis and responding with comments**. You are also responsible for keeping track of your response in a google spreadsheet.

I will explain this in *much* greater detail and assign partners on the first day of class, and you do not need to worry about this until the second class (week 2, Tuesday class).

Passes: There are 14 weeks of class. Analysis entries don't start until week 2, and you have no entries due for weeks 5, 9, or 14; therefore, at the end of the semester, you'll owe **10 analysis entries total** (14 weeks – 4 weeks when entries aren't due). So, if you want to take a pass for one of the weeks analysis entries are due and make it up during one of the weeks off (5, 9, or 14), you're welcome to do so; just email your partner and the teaching team before 9pm on Monday.

Biweekly applications (every other Thursday class, starting week 3):

Similarly, you will be responsible for submitting **a write-up of an application activity by Wednesday evening at 9pm every other week, starting in week 3 for a total of 6 applications (weeks 3, 5, 7, 9, 11, 13)**. Over the course of the semester, you will be required to complete the following application activities (in any order you want), where you use the theoretical concepts from the readings/class and apply them to:

- Two (2) young adult novels (written explicitly for youth, e.g., *To Kill a Mockingbird* doesn't count; I have loads of YA novels that you can borrow as does The Rock)
- One (1) movie or TV show where adolescents/adolescence are featured
- One (1) interview with an adolescent (must be in middle or high school)
- One (1) teach-in presentation in week 11 (do not worry about this until week 10 when we'll go over this in much greater detail)
- One (1) choice application. In addition to doing one more of the above, you could:
 - Make something related to adolescence (video, comic, visual art)
 - Analyze a medium other than a book, movie, or TV show
 - Interview an adult with a lot of experience working with adolescents
 - Attend an action/rally/protest organized by adolescents
 - Find and analyze a meaningful artifact from your adolescence
- **Total: 6 applications total (5 required and 1 choice); you can do these in any order except for the teach-in presentation**

Similar to the weekly analysis above, you will write up your experiences engaging in these applications over a few Google slides. Also similar to the analysis, you will be responsible for **responding to your partner's application write up between Wednesday evening at 9pm and class on Thursday**. Finally, you will keep track of these responses in a google spreadsheet, as well. Again, I will go over this in much greater detail in class.

Grading:

I strongly believe that grading corrupts the learning process and does far more harm than good, if it does any good at all (for more on this pedagogical stance as well as empirical evidence supporting it, read [this](#)). In this course, I want you all to take chances, to be unsure and uncomfortable (and be okay with that), to challenge what you have previously thought, to challenge what I think and what the authors we read think, and to struggle when using new ideas fluently and coherently for the first time. Shooting for perfection to earn the A from me works directly against that. So let's take that out of the equation. You have an A in this class, assuming you do all of the work. In other words, I need to have a portfolio of quality work from your weekly analysis and application write-ups demonstrating that you have earned an A. If I do not have this, your grade may be lowered. While I do not think grading is conducive to learning, I do strongly support continual assessment and feedback. In turn, throughout the class, I will be giving you written feedback in many different forms to highlight strengths and areas for growth.

Academic Accommodations and Short-Term Adjustments:

For students with documented disabilities, I will reach out to you asap to discuss any necessary accommodations once I receive the information from the office of Student and Employee Accessibility Services. Feel free, of course, to reach out to me at any point during the semester, as well. I also understand that, for a variety of different reasons, students may not have official documentation but may require accommodations. These students should feel free to reach out to me at any point, as well. Further, please note these resources:

- Students seeking accommodations due to a disability or medical condition should contact: [Student and Employee Accessibility Services](#).
- Students in need of short-term academic advice or support can contact one of the deans: [Dean of the College](#)
- Students seeking psychological support services should contact: [Counseling and Psychological Services](#).
- Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact [Student Support Services](#). Furthermore, please notify me if you are comfortable in doing so. This will enable me to provide any resources that I may possess (note: language borrowed from [Professor Sara Goldrick-Rab](#))

Academic Honesty:

As with all Brown courses, there is a zero-tolerance policy for academic dishonesty and plagiarism in this course. The goal of any course is your learning; academic dishonesty cheats you out of fulfilling that goal. Please ensure you read the student handbook carefully on these matters and if you have any questions or uncertainty at all, please reach out to me.

I will explain this further in class, but you will be required to keep track of your assignments in a google spreadsheet. **Marking assignments completed that are not actually completed will be treated as academically dishonest/cheating and steps listed in the handbook will be taken.**

I would always prefer late work to plagiarized work. **If you're struggling to hand in an assignment on time and tempted to plagiarize, reach out to me instead and we will work something out.**

Class Texts:

- **You are not required to purchase any texts for this course.** All readings will either be posted to Canvas or available in digital form via the Brown Library.

Reading and Assignment Schedule:

IMPORTANT: While the overarching structure of the course will stay the same, the weekly readings listed on the syllabus will likely change to meet our learning community's needs. Please read Dr. Leigh Patel's blogpost "[Please post syllabus here](#)" to understand my thinking on static syllabi that project too far into the future. That said, please be sure to check in with the weekly modules posted every Thursday before the next week's classes on the course website before doing the readings the following week to ensure they haven't changed from what's on this syllabus.

Week 1: Course Introduction

9/5 (Thursday)

- **Required reading:**
 - ["Teenagers Are Not Exempt From Poetry"](#) (Jackson, 2018)
 - ["The Case Against Grades"](#) (Kohn, 2011)
 - ["Please Post Syllabus Here"](#) (Patel, 2016)
 - Watch this [short video](#); and [this one](#); and [this one](#)
- Fill out [this brief survey](#)

Week 2: What is Adolescence? Who is an Adolescent?

9/10 (Tuesday)

- **Required:**
 - Stevens, L.P., Hunter, L., Pendergast, D. et al. (2007). "Reconceptualizing the possible narratives of adolescence". *Australian Educational Researcher*. 34(2): 107-127. <https://doi.org/10.1007/BF03216860>
 - **Skim:** Arnett, Jeffrey Jensen. 2014. "Biological Foundations." Pp. 36-49; 54-60. *Adolescence and Emerging Adulthood*. 5th Harlow: Pearson.
 - Read this BBC News article: <https://www.bbc.com/news/health-42732442>
 - Watch this [Ted Talk](#)
 - Read this HuffPost article: https://www.huffingtonpost.com/entry/cyntoia-brown-teenager-life-in-prison_us_5c34c622e4b0116c11f0963d; UPDATE: <https://www.theroot.com/cyntoia-brown-releases-debut-book-cover-says-shes-lovi-1837454886>

- Watch this spoken word performance by Rhode Island's first deputy youth poetry ambassador, Kiani Pope: https://www.youtube.com/watch?v=07cPYhg0g_4
- **Analysis entries #1 due:**
 - Share your google slides with me (chrisbuttmer4444@gmail.com); **make sure your settings are set to "Anyone at Brown can comment"**
 - Add your three quotes and analysis by **9pm on Monday before class**
 - Comment on your partner's slides **between 9pm and class the next day**
 - Add an X under the date on the google spreadsheet when you complete these tasks

9/12 (Thursday)

- **Required:**
 - Nakkula, Michael J. and Eric Toshalis. 2015. The Construction of Adolescence. *Understanding Youth: Adolescent Development for Educators*. 1-15. Cambridge: Harvard University Press.
 - Read [this poem](#) by Rita Dove
- **No application due this week**

Week 3: Foundational Theories of Adolescence

9/17 (Tuesday)

- **Required:**
 - Watch [this video](#) on G. Stanley Hall.
 - Demos, John and Virginia Demos. 1969. Adolescence in Historical Perspective. *Journal of Marriage and the Family* 31(4): 632-638.
 - Nakkula, Michael J. and Eric Toshalis. 2015. The Construction of Adolescence. *Understanding Youth: Adolescent Development for Educators*. 17-60. Cambridge: Harvard University Press.
 - Read [this poem](#) by Claude McKay
- **If you have time/desire, read this piece on G. Stanley Hall (optional):**
 - Arnett, Jeffrey Jensen. 2006. G. Stanley Hall's Adolescence: Brilliance and Nonsense. *History of Psychology* 9(3): 186-197.
- **Analysis entries #2 due**

9/19 (Thursday)

- **Required:**
 - Raible, John and Sonia Nieto. 2015. "Beyond Categories: The Complex Identities of Adolescents." Pp. 207-223. *Adolescents at School: Perspectives on Youth, Identity, and Education*. Michael Sadowski, ed. Cambridge: Harvard University Press.
 - Lorde, Audre. "Progress Report". In *The Collected Poems of Audre Lorde* (1997). New York: W.W. Norton & Company, Inc.

- **Application #1 due**
 - Submit a write-up (2-3 slides) by **9pm on Wednesday before class**
 - Comment on your partner's write-up **between 9pm and class the next day**
 - Add an X in the appropriate places on the assignment spreadsheet when you complete these tasks

Week 4: Migration

9/24 (Tuesday)

- **Required:**
 - Gonzalez, R.G. (2016) *Lives in limbo: Undocumented and coming of age in America*. Preface and Chapter 5: Adolescence: Beginning the Transition to Illegality
 - Dryden-Peterson, Sarah et al. (2017). "Pathways to Educational Success Among Refugees: Connecting Locally and Globally Situated Resources". *American educational research journal*, 54(6), pp. 1011-1047.
 - Read this [op-ed](#) by Michelle Alexander
 - Watch [this talk](#) by Chimamanda Ngozi Adichie
 - Read [this poem](#) by José Olivarez
- **Analysis entries #3 due**

9/26 (Thursday)

- **Required:**
 - Patel, Leigh. (2013). *Youth held at the border: immigration, education, and the politics of inclusion*. New York: Teachers College Press, 2013. **Note: I highly recommend the whole book, but you can read the selected chapters in the attached PDF (Intro, 2, 4, 6, 12) if you don't have time/desire.**
 - Read [this poem](#) by Pat Mora and [this poem](#) by Warsan Shire
 - Watch [this video](#) by A Tribe Called Red feat. Yasiin Bey and Narcy
 - Explore [BRYTE's website](#)
 - Explore [PrYSM's website](#)
- **If you have the time, listen to parts or all of [this podcast](#)**
- **No application due this week (you should have 1 done at this point)**

Week 5: Friends

10/1 (Tuesday)

- **Required:**
 - Winkler-Reid, Sarah. 2016. Friendship, Bitching, and the Making of Ethical Selves: What it Means to be a Good Friend among Girls in a London School. *Journal of the Royal Anthropological Institute* 22(1): [166-182](#).
 - Way, Niobe. 2013. Boys' Friendships During Adolescence: Intimacy, Desire, and Loss. *Journal of Research on Adolescence* 23(2): [201-213](#).
 - Watch the first episode of "[Derry Girls](#)" (I highly recommend subtitles; if you don't have Netflix, try and find a friend who does; worst case scenario, watch another TV show focusing on adolescent friendships)
- **Take a week off from analysis entries; you should have 3 sets at this point**

10/3 (Thursday)

- **Required**
 - Fein, Elizabeth. 2015. "No One Has to Be Your Friend": Asperger's Syndrome and the Vicious Cycle of Social Disorder in Late Modern Identity Markets. *Ethos* 43 (1): [82-107](#)
 - Read this [short piece](#) on friendship and adolescence
 - Read [this poem](#) by Khalil Gibran
- **Application #2 due**

Week 6: Family

10/8 (Tuesday)

- **Required:**
 - Steinberg, Laurence. 2001. We Know Some Things: Parent–Adolescent Relationships in Retrospect and Prospect. *Journal of Research on Adolescence* 11(1): [1-19](#).
 - Fong, Vanessa L. 2002. China's One-Child Policy and the Empowerment of Urban Daughters. *American Anthropologist* 104(4): [1098-1109](#).
 - This [podcast](#) from Eve Ewing, featuring Sandra Cisneros and Erika L. Sanchez. If you've never read "[The House on Mango Street](#)" we highly recommend it; also "[I Am Not Your Perfect Mexican Daughter](#)".
- **Analysis entries #4 due**

10/10 (Thursday)

- **Required:**
 - Conger, Katherine Jewsbury and Wendy M. Little. 2010. Sibling Relationships during the Transition to Adulthood. *Child Development Perspectives* 4(2): [87-94](#)
 - Read my friend and former classmate Stephany Cuevas's [manuscript draft](#) based on her dissertation
 - Watch these two videos (9 min and 2 min):
 - [Link](#)
 - [Link](#)
 - Watch this music video (4 mins):
 - [“Sisters”](#)
- **No application due this week (you should have 2 done at this point)**

Week 7: Gender

10/15 (Tuesday)

- **Required:**
 - Garcia, Lorena. 2012. “Handlin’ Your Business”: Sexual Respectability and Peers." [Pp. 83-114](#). *Respect Yourself, Protect Yourself: Latina Girls and Sexual Identity*. New York: New York University Press.
 - Read the 1st, 2nd, and 6th/final essays in this collection of [short essays](#) (note: you’ll read the others next week)
 - Listen to this episode of the "Code Switch" podcast called ["Pretty Hurts"](#) (45 minutes)
- **If you have time/interest, we highly recommend:**
- **Analysis entries #5 due**

10/17 (Thursday)

- **Required:**
 - Esposito, J., & Edwards, E. B. (2018). When Black Girls Fight: Interrogating, Interrupting, and (Re)Imagining Dangerous Scripts of Femininity in Urban Classrooms. *Education and Urban Society*, 50(1), [87–107](#).
 - Read this [twitter thread](#).
 - Watch this Ted Talk (16 min): [Responding restoratively to toxic masculinity | Kira Manser | TEDxProvidence](#).
- **Application #3 due**

Week 8: Sexuality

10/22 (Tuesday)

- **Required:**
 - Pascoe, C.J. 2007. *Dude You're a Fag: Masculinity and Sexuality in High School*. Berkeley: University of California Press. [Chapter 1 and 2](#)
 - Read the remaining essays (#3-5) in this collection of [short essays](#)
 - Read [this poem](#) by Danez Smith (CW: racial and homophobic slurs)
- **Analysis entries #6 due**

10/24 (Thursday)

- **Required:**
 - Keenan, Harper Benjamin. (2017). Unscripting Curriculum: Toward a Critical Trans Pedagogy. *Harvard Educational Review*, 87(4), 538-556
 - Watch episode 1 of ["Pose"](#)
 - Read [this poem](#) by Audre Lorde, and [this one](#) by James Fitzpatrick (CW: homophobic gun violence)
- **No Application due this week (you should have 3 done at this point)**

Week 9: Race, Ethnicity, and Indigeneity

10/29 (Tuesday)

- **Required:**
 - **Group A, read:**
 - Signithia Fordham (2010). Passin' for Black: Race, Identity, and Bone Memory in Postracial America. *Harvard Educational Review*: April 2010, Vol. 80, No. 1, pp. 4-30.
 - Van Vleet, Krista E. 2003. Adolescent Ambiguities and the Negotiation of Belonging in the Andes. *Ethnology* 42(3): 349-363.
 - **Group B, read:**
 - Chhuon, Vichet and Cynthia Hudley. 2010. "Asian American Ethnic Options: How Cambodian Students Negotiate Ethnic Identities in a U.S. Urban School." *Anthropology and Education Quarterly* 41(4): 341-359.
 - Sarroub, Loukia K. 2005. "The Tensions Teachers Face: Public Education and Islam." Pp. 84-109. *All American Yemeni Girls: Being Muslim in a Public School*. Philadelphia: University of Pennsylvania Press.
 - **Everyone:**
 - Read these two short pieces on Ethnic Studies in [Oakland](#). and [LA](#); also [this info](#) from the Providence Student Union.

- These [poems](#) from Danez Smith
- **Take a week off from analysis entries; you should have 6 sets at this point**

10/31 (Thursday)

- **Required**
 - Read this piece by Brown Prof. Adrienne Keene:
 - Keene, Adrienne. J. 2016. “College Pride, Native Pride: A Portrait of a Culturally Grounded Precollege Access Program for American Indian, Alaska Native, and Native Hawaiian Students.” *Harvard Educational Review* 86 (1): [72-97](#).
- Read this [NYT piece](#) on Native students
- Watch [Dawnland](#).
- **Application #4 due**

Week 10: Capital and Class

11/5 (Tuesday)

- **Required:**
 - Marx (1867). “Chapter 1: The Commodity”, *Das Kapital*. Read [this](#) after.
 - Desmond, M. (2019). “In order to understand the brutality of American capitalism, you have to start on the plantation”; from the “1619” project in the New York Times
 - Demerath, Peter. 2009. “Identities for Control and Success: The Acquisition of Psychological Capital.” Pp. 85-102. *Producing Success: The Culture of Personal Advancement in an American High School*. Chicago: University of Chicago Press.
- **Analysis Entries #7 due**

11/7 (Thursday)

- **Required:**
 - Khan, Shamus Rahman. 2011. The Ease of Privilege. *The Making of an Adolescent Elite at St. Paul’s School*. Pp. 77-113. Princeton: Princeton University Press.
 - Read [this piece](#) in the Atlantic from Clint Smith
 - Read these two Jacobin articles:
 - [The Progressive Case for the SAT](#)
 - [The Socialist Case against the SAT](#)
- **No Application due this week (you should have 4 done at this point)**

Week 11: Education

11/12 (Tuesday)

- **Required:**
 - Brion-Meisels, G., Fei, J. & Vasudevan, D. (2017). “Building Positive Relationships with Adolescents in Educational Contexts: Principles and Practices for Educators in School & Community Settings.” In *Toward a Positive Psychology of Relationships: New Directions in Theory and Research*. Santa Barbara, CA: ABC-CLIO, Inc.
 - Read **pp. 1-7** and **pp. 26-36** of Chris's dissertation
 - Watch [this video](#) (30 min)
 - Prepare for teach-in on Thursday
- **If you have time/desire, read parts or all of this book (note: you could use this in the teach-in; see below)**
 - Woronov, T.E. 2016. *Class Work: Vocational Schools and China's Urban Youth*. Stanford: Stanford University Press.
- **Analysis entries #8 due**

11/14 (Thursday)

- **Required:**
 - Spend no more than an hour researching and find a couple of articles/book chapters/etc. on a topic of your choosing related to education and adolescence. Some suggested topics, but you're free to choose others:
 - Literacy or math instruction
 - School-to-prison pipeline
 - Mental Health
 - Substance abuse
 - Dating/Sexual Education
 - Sports
 - Adolescence and/or education in your home context, including outside US
 - Civic education
 - Disabilities
 - The arts
 - **Teach-in:** Come to class prepared to teach your classmates about your topics in a ~10-minute presentation in a small group (4-5 people)
- **The teach-in will count as your 5th application entry (no additional application entries are due)**

Week 12: Criminal Justice System

11/19 (Tuesday)

- **Required:**
 - **Watch this film “Tre Maison Dasan”**
 - <http://www.pbs.org/independentlens/videos/tre-maison-dasan/>
 - Klonsky, A. (2018). The Right to be Young: Entering Adulthood in America's Jails. **Pages TBD**; link: <https://dash.harvard.edu/handle/1/37717451>
 - Revisit the Cyntoia Brown reading from week 2: https://www.huffpost.com/entry/cyntoia-brown-teenager-life-in-prison_n_5c34c622e4b0116c11f0963d
- **Analysis entries #9**

11/21 (Thursday)

- **TBD**
- No Application due this week (you should have 5 done at this point, including the teach-in)

November Break – Optional Tuesday Class

11/26 (Tuesday)

- Fun adolescence-themed popular movie or TV show (with popcorn) – TBD and optional; if you need to travel for break, you can take the whole week as you are not required to come to this class

11/28 (Thursday) — No Class Due to Break!

Week 13: Political and Economic Systems

12/3 (Tuesday)

- **Required:**
 - MacLeod, Jay. (2009). *Ain't no makin' it: Aspirations and attainment in a low-income neighborhood*. Boulder, CO: Westview Press.
 - **CW: racial and homophobic slurs**
 - **Read as much of the book as you can but, at minimum, read:**
 - **Pp. 1-50; 62-83**
 - Watch the film [“Girlhood”](#)
- **Analysis entries #10**

12/5 (Thursday)

- **Required:**
 - Thea Renda Abu El-Haj. (2010). "The Beauty of America": Nationalism, Education, and the War on Terror. *Harvard Educational Review*: July 2010, Vol. 80, No. 2, pp. 242-275.
- **Application #6 due**

Week 14: Youth Resistance

12/10 (Tuesday)

- **Required:**
 - Tuck & K. W. Yang (Eds.), *Youth resistance research and theories of change*. New York, NY: Routledge.
 - **Read pp. 17-55 ([link](#))**
 - Check out these projects where Chris (as a doc student) partnered with students and a teacher at Boston Arts Academy: [year 1](#); [year 2](#)
 - Play around on this site: <https://www.youthclimastrikeus.org/platform>
 - **No analysis entries due; if you're missing any, catch up; you should have 10 total and have commented on 10 of your classmates' posts**

12/12 (Thursday)

- **Required:**
 - Tuck & K. W. Yang (Eds.), *Youth resistance research and theories of change*. New York, NY: Routledge.
 - **Read pp. 253-277 ([link](#))**
 - If you have time/interest, I highly recommend reading pp. 70-99 and 356-377 (and, really, the whole book if you intend to work with youth in any capacity)
 - Read [this poem](#) by Ross Gay
 - **No applications due; if you're missing any, catch up; you should have 6 total including the teach-in, and have commented on 6 of your classmates' posts**