

Youth Politics and Culture in the Americas: Explorations through Ethnography
PLCY 1703A – Undergraduate Seminar – Spring 2019

Instructor: Dario Valles, PhD

Email: Dario_valles@brown.edu

Course meeting time: Wednesdays, 3-5:30pm; Friedman Hall 201

Office hours: T & Th 3-4pm & by appointment – 280 Brook St., 301 (Stephen Robert '62 Hall)

Prerequisites: In order to expand our understanding of youth experience, this course has a strong preference for students willing to engage with a second language community and/or Black diaspora, refugee or indigenous community.

Course description: Youth have become a central preoccupation for policy, media, and corporate elites around the globe. This course looks at childhood in varying contexts (including New England). Far from being a monolithic concept, this course examines youth as an ideological construct, as a social relationship, and as political actors. How we think about childhood has concrete, real-world effects, shaping the ways policymakers regard education, families, national borders, criminal justice, sexual health and more; how social service and social justice organizations engage with communities; how employers treat workers and more. The cultural politics of youth often reflect broader structures and historical processes. Youth are often central to nation-building projects that shape racial or gendered formations (Latinidad, Blackness, Indigeneity). Far from passive receipts of government and corporate practice, youth are also active agents in transforming the world. Youth have been at the forefront of major social movements from civil rights to #Blacklivesmatter, #MeToo, immigrant rights movement in the US and the indigenous, abortion rights, environmental movements and more across Latin America and Caribbean. Youth are often represented as the bearer and innovative producers of culture, art, dance, music, fashion, language, social media and more that shape worldviews and economies. Scholars of youth studies continue to debate the social reality and shifting dynamics of young populations and their impact on the present and future human condition.

How do we begin to understand the lives of youth globally and particularly the Americas – their interconnections, differences and possibilities? This course will introduce a range of different critical lenses by which to understand children, adolescence and young adult worlds. Throughout the course, we will examine some pressing issues affecting youth globally including political economic inequality, contested race, gender and sexual politics, violence, and climate change. We will also examine how children and youth produce new forms of local and global cultural and political engagement that rupture from the past and imagine new futures. And each student will have the opportunity to apply these ideas and learning to a semester-long field research project, with a community organization or other site centered on youth.

Geographically, this course will emphasize the Americas – bringing to the center of conversation the Black diaspora, the Caribbean and indigenous populations. We will look at how ideas of youth and childhood travel and are transformed across borders, but also how youth are remaking our understandings of nation-states, belonging and space itself. Most importantly, we will look at how these ideas “come home” here in Providence, through your “participant observation” and ethnographic field research. This course will take seriously your expertise and contribution as an emerging scholar and as a young person standing before pressing issues defining human history.

Course organization

This course is unique because you will spend a significant amount of time collecting and analyzing original data and analyzing and presenting your research as part of our classroom learning experience. Undertaking field research (e.g., interviewing, participant and non-participant observation, etc.) will be critical to participating and succeeding in the class. As your instructor, I will prepare you with the academic grounding and tools you need to conduct research, and we will have many opportunities to think through, discuss and troubleshoot challenges and opportunities you are experiencing in the field.

At the same time, we will also draw significantly from the academic literature we read in class (and that you select for your papers), lectures and discussion to make sense of and analyze what you are observing in the field. Course readings are primarily ethnographic, drawing from anthropology, geography and sociology, and I supplement academic texts by journalism and popular reports. I also regularly will feature reports, videos, popular and social media that bring research into the public eye. Some of these projects, like the UCLA Young Workers Project, were created by youth researchers and youth community/labor organizers and demonstrate how your own research in this course and in the future can help impact pressing issues.

Both the course materials and your own research will be essential to your success in the course – and hopefully provide a foundation for your future work and endeavors.

Course Expectations and Grading

Field Research Project (80 points)

There will be no class midterm or final examination or quizzes in this class. Instead, you will be expected to complete your individual assignments; participate in the course discussions and all components of your field research project. **The Field Research Project includes participating in 7 different assignments, including a literature review, field note memos and an interview.** Each of these assignments *will contribute* to a final presentation and comprehensive research paper that brings together your research and course materials.

Your field research project will center on observing and preferably, volunteering with a local community-based organization or government agency serving youth, preferably with a second language community and/or diaspora/refugee community (including Black and/or indigenous youth). The organization can have any number of foci – arts, education, youth organizing, incarceration, sexuality/LGBTQ, and more. All organizations must be approved before you reach out to them. You will have the opportunity to spend several hours a week with this organization, conducting observation but also learning as you volunteer in some capacity. If you have ideas regarding another observation site where issues such as racial and gender inequality are surfaced, please come to my office hours to discuss (For the purposes of this project, we will define youth as under 24 years old.)

You will create **a set of research questions before you launch your project** that you will explore through your observations, but also via the academic and policy literature in the course

and that you find in your literature reviews. These questions will be geared towards the themes of the course, and should include a deeper investigation of the categories of youth and childhood and potentially race, gender, sexuality, or other conceptions of difference. You may also want to discuss with your organization how any research questions can help them answer questions they are facing, or if there is a short-term finite project you can work on for the semester that mutually benefits you and the organization.

Based on your regular, preferably weekly interactions you will write field note memos, interview someone at your site, and collect other data. You will spend about 8 weeks in the field.

Below, I break up the assignments related to your project that will determine your grade for this class. These assignments must be turned in **via Canvas electronically (only) at 12 noon** on the respective due date. You will be allowed two (2) 48-hour extensions (no questions asked) for any of assignments #1-6. No other late papers will be accepted, and there will be no extensions on the final paper (#7). Students will receive an assignment guide for each with further details.

Assignment	Points	Due Date (@ 12 noon)
#1 Written proposal of topic area and research question related to youth, and information on 1-2 potential field sites.	5	Feb 6
#2 Create a 3-5 page annotated bibliography or literature review of “most cited” peer-reviewed (academic) articles and books on your topic.	15	Feb 20
#3: Conduct your first field site visits and turn in one field memo analyzing your field notes in relation to class readings.	10	March 6
#4: Interview one person from your field site. Include a brief memo relating interview to class readings. (Turn interview questions in Wk 8)	10	April 10
#5: Continue field-site visits and turn in an additional ethnographic field memo analyzing your notes in relation to readings.	10	April 17
#6: Brief presentation of preliminary findings and 1-2 key arguments of your paper for class presentation	10	May 1
#7: Write a comprehensive, research paper utilizing your field research (15-20 pages not including works cited). No late papers accepted.	25	May 17

The remainder of points (15) will come from the discussions and class participation:

Participation (10 points).

Success in your fieldwork will require you to engage in readings and class discussion, and students **must be willing to commit to and will be graded on full participation.** The emphasis here is on class dialogue and the exchange of ideas. This means attending class regularly (and I will take attendance), and actively joining in the discussions (based on the required readings). By doing the reading, you can ensure that you succeed in the assignments and have a foundation to make sense of your field research, and you can also help each week’s discussion leader succeed.

You will only be allowed **1 unexcused absence**, but you are responsible for getting notes from your colleagues and doing the reading for the day you miss. More than 1 unexcused absence will be marked against your participation grade.

Discussion Leader (5 points)

In order to help create the most engaging class sessions, beginning in Week 3, each person in the course will serve as discussion leader. 1-2 students will sign up for each week of reading. I will ask you to present a brief, 3-5 minute introduction to the readings after my lecture, that you prepared in advance. If there is more than 1 person presenting that week, you will split up the reading. (You can also choose to prepare together.) You each will introduce us to a few of the main arguments of the assigned course materials for the given week. You each should then prepare **at least 4-6 discussion questions** that students will answer, that allow us to explore more in depth (1) the main points of the readings for the class and (2) how those readings connect to our other material and if you choose, to current issues. The questions can even cover some of the ideas or concepts you are struggling with and want to dive deeper into. The emphasis will be on working with other students understand the reading through questions and helping facilitate discussion. **Students should meet with me prior to leading the discussion.**

Other Important Policies:

Course Time Allocation.

The total of in-class hours and out-of-class work for all full credit courses at Brown is approximately 180 hours over the length of a semester. In this seminar, students seeking to maximize their learning can expect to spend 42 hours in class (3 hours per week for 14 weeks and 98 hours reading and field-work for/outside class (approximately 7 hours per week for 14 weeks). In addition, preparation for serving as class discussion leader, as well as reading, researching, and writing the written assignments, is estimated at a total of approximately 40 hours over the course of the term. Actual times will vary for each student. Final grades are not determined by the amount of time a student spends on the course.

Auditor Policy.

Students interested in auditing the class are welcome. You should attend 10 or more weekly seminars throughout the semester. It is not necessary for you to conduct fieldwork or submit written work.

Assignment Submission.

All assignments must be turned in **via Canvas electronically (only) at 12 noon** on the respective due date. You will be allowed two (2) 48-hour extensions (no questions asked) for any of assignments #1-6. **There will be no extensions on the final paper (#7).**

Beyond the two 48-hour extensions, if the assignment is not posted by the deadline (12 noon), it will be considered late and will be docked 1 point. In other words, if you submit the paper anytime between 12PM-midnight the day it is due, it will be penalized 1 point. For every additional day that the assignment is late (including Saturday and Sunday), it will be penalized 1 point. For example, if you used up your extensions and the paper is due on Wednesday and you

hand the paper in on the following Monday, it will be considered 6 days late and will be docked 6 points. This means the highest possible starting grade for a 10-point assignment would be 4/10 (40%). Again, this does not apply to final papers, which are due on the final exam date.

Brown Academic Code.

Participation and evaluation in this course is subject to the Brown University Academic Code: <http://www.brown.edu/academics/college/degree/policies/academic-code>

Technology.

Your phones should either be turned off or on silent during class, and please no texting, posting on social media, watching videos on your own and so forth during your course. It is disrespectful and distracting to your peers, and you will likely miss out on important information and lose track of the conversation in class. Repeated issues with this will negatively impact participation. That being said, I do encourage cell phone use for writing notes in the field, and understand if you need to utilize laptops for reading, though I do encourage you to actively take notes on reading – not to simply skim PDFs. Thorough notes on reading will help ensure your success in class and on assignments, as I will expect you to cite readings directly in both settings.

Accommodations, Inclusion and Respect

Brown University is committed to full inclusion of all students. Please inform me as soon as possible if you have a disability or other condition that might require accommodations or modification of any of these course procedures. You may do so during office hours. For more information contact Student and Employee Accessibility Services at: 401-863-9588 or SEAS@brown.edu.

Given the sensitive and challenging nature of the material discussed and the research you will be conducting in the field, in class, respect and goodwill for each other is integral to enlightening class sessions and course overall. In our structured and unstructured discussions and dialogues, we will have many opportunities to explore some challenging issues and increase our understandings of different perspectives. At times, we may need patience, courage, imagination, or any number of qualities in combination to engage our texts, our classmates, and our own ideas and experiences. Let us all seek to extend the compassion that we want and expect to be granted.

I will attempt to foster an environment in which each class member is able to hear and respect each other—where we think critically and engage compassionately. Please let me know if something said or done in the classroom, by either myself or other students, is particularly troubling or causes discomfort or offense. While intentions may not be to cause discomfort or offense, the impact of what happens throughout the course is not to be ignored and is something that I consider to be very important and deserving of attention.

I do hope and expect that you carry these same principles with you in your field sites. I will make myself available to anyone at your field sites should they feel an issue arises and they are unable to raise it with you. At the same time, if something happens in your field site that causes you discomfort or offense, I do want you to feel safe to share it and I will do my best to help you address it or direct you to appropriate resources.

If you do not feel comfortable discussing a situation or topic in class, always feel welcome to contact me privately in office hours or via email. Alternatively, you can submit anonymous feedback at any time through the “Anonymous Feedback” survey (ungraded) in the Quizzes section of the course’s Canvas site.

Email and Communication

I will often communicate with you via email, so please check it every day. Please always feel free to email me at: Dario_valles@brown.edu I will answer your email within 24 hours, except on weekends.

Although we all live in the digital age, communication etiquette and professionalism are still essential. In your email and online correspondence with me, please remember that you are essentially writing a letter, not a text message. As a general rule, you should put the subject of your inquiry in the email heading, say which class you are in, and sign your name.

Required Books:

Aparicio, Ana. *Dominican-Americans and the politics of empowerment*. Gainesville: University Press of Florida, 2006. (\$23.96 new paperback)

Bellino, Michelle J. *Youth in postwar Guatemala: Education and civic identity in transition*. Rutgers, NJ: Rutgers University Press. Childhood Studies Series. 2017. (\$27.79 new paperback)

Cox, Aimee Meredith. *Shapeshifters: Black girls and the choreography of citizenship*. Raleigh: Duke University Press, 2015. (\$25.95 new paperback)

Greenberg, Jessica. *After the Revolution: Youth, Democracy, and the politics of Disappointment in Serbia*. Palo Alto: Stanford University Press, 2014. (\$27.95 new paperback)

Kwon, Soo Ah. *Uncivil youth: Race, activism, and affirmative governmentality*. Raleigh: Duke University Press. 2013. (\$18.42 new paperback)

All readings marked with a (*) will be provided on the course website.

The total estimated costs of the books will be approximately \$124 (as new texts; used will be more affordable). Several books are also available as full-text for e-readers via the Brown Library.

The other potential costs incurred will be in fieldwork, including any meals and transportation costs of fuel to your fieldsite. I expect most students will select a location in Providence which is bus accessible using your RIPTA transit pass/Brown ID card, which would not require any additional costs. If you are driving, having to get meals in the field, visiting your site 2x week, etc. costs should not exceed ~\$10/week. With about 8 weeks of fieldwork (excluding the lead up weeks and writing time) will likely not require more than \$80.

The total course costs should not exceed \$200.

Weekly Reading and Assignments:

Section 1: Seeing, Talking About & Knowing Youth

January 23: Playing with Childhood: Finding Meaning in the Everyday (70 pages)

Chin, Elizabeth. "Ethnically correct dolls: toying with the race industry." *American Anthropologist* 101, no. 2 (1999): 305-321.*

Lopez, Floridalma Boj. "Mobile archives of indigeneity: Building La Comunidad Ixim through organizing in the Maya diaspora." *Latino Studies*, 15.2 (2017), 201-218.*

Lancy, David F. "Where do children come from?." In *The anthropology of childhood: Cherubs, chattel, changelings*. Cambridge University Press, 2014.*

January 30: Language as a Lens on Youth (59 pages)

Rosa, Jonathan. "From Mock Spanish to Inverted Spanglish: Language Ideologies and the Racialization of Mexican and Puerto Rican Youth in the United States." In H. Samy Alim, John Rickford, and Arnetha Ball (eds). *Raciolinguistic: How Language Shapes Our Ideas about Race*. New York: Oxford University Press. 2016. (pg 65-81) *

Roth-Gordon, Jennifer. "Racing and erasing the playboy: Slang, transnational youth subculture, and racial discourse in Brazil." *Journal of Linguistic Anthropology* 17.2 (2007): 246-265.*

Martínez, Ramón Antonio, and P. Zitlali Morales. "¿Puras Groserías?: Rethinking the Role of Profanity and Graphic Humor in Latin@ Students' Bilingual Wordplay." *Anthropology & Education Quarterly* 45, no. 4 (2014): 337-354.*

For your reference & preparation of research proposal, read Methodological Appendix (p. 193-200) in Taft, Jessica K. *Rebel girls: Youth activism and social change across the Americas*. NYU Press, 2010.*

February 6: The Visible & Invisible Worlds of Childhood (127 pages)

Assignment #1 – Research Proposal (w/ Potential Field Site Plans) Due

Introduction. In Cox, Aimee Meredith. *Shapeshifters: Black girls and the choreography of citizenship*. Duke University Press, 2015. P. 3-37.

Introduction, Chapter 1& 2 in Kwon, S. A. *Uncivil youth: Race, activism, and affirmative governmentality*. Raleigh: Duke University Press. 2013. p.1-72.

Sukarieh, Mayssoun, and Stuart Tannock "Chapter 2: Youth and Capitalism in History." In *Youth rising?: The politics of youth in the global economy*. Routledge, 2014. p 33-54. *

Section 2: Youth at the Crossroads of Race, Gender, and Sexuality

Please note that there will be no office hours February 12th, but I will be available via email.

February 13: Blackness, #Blacklivesmatter, and Black Futures in a Changing Economy (197 pages)

Chapter 1 to Chapter 5 in Cox, Aimee Meredith. *Shapeshifters: Black girls and the choreography of citizenship*. Duke University Press, 2015. P. 38-235

Touré. "A Year in the Black Lives Matter Movement." *Rolling Stone*. December 7, 2017.*

February 20: Latinx Youth & Racial Formation(s) (174 pages)

Assignment # 2 – Literature Review Due

Aparicio, Ana. *Dominican-Americans and the politics of empowerment*. University Press of Florida, 2006. (pages 1-174)

Florida, Adrian. "An Emerging Entry In America's Multiracial Vocabulary: 'Blaxican' NPR Code Switch. March 8, 2016.

<https://www.npr.org/sections/codeswitch/2016/03/08/467358961/an-emerging-entry-in-americas-multiracial-vocabulary-blaxican>

Blaxicans of LA @Instagram Photo Project: <https://www.instagram.com/blaxicansofla/?hl=en>

February 27: Gendering Childhood, Queering youth (127 pages)

Cahill, C. (2007). Negotiating grit and glamour: Young women of color and the gentrification of the Lower East Side. *City & Society*, 19(2), 202-231.*

Introduction & Part 1 in Taft, Jessica K. *Rebel girls: Youth activism and social change across the Americas*. NYU Press, 2010. P. 1-98.*

MAP & GLSEN. Separation and Stigma: Transgender Youth & School Facilities. Washington DC: MAP. 2017. Avail at: <http://lgbtmap.org/policy-and-issue-analysis/transgender-youth-school>

Daniel Politi, Ernesto Londoño. "Abortion Bill fails in Argentina, but movement takes hold across Latin America." *Irish Times*. Sun, Aug 12, 2018.*

Recommended Additional Film: Ovarian Psycos (2017) <https://ovarianpsycos.com/>

Section 3: Youth as Citizens, Migrants, Workers...and Soldiers?

March 6: Youth Left Behind & Youth Leaving Home (105 pages)

Assignment #3 – Field Memo 1 Due

Hoffman, D. (2012). Moving children in Haiti: Some hypotheses on kinship, labor, and personhood in the Haitian context. *Journal of Haitian Studies*, 102-119.*

Chapters 3, 4 In. In Kwon, S. A. *Uncivil youth: Race, activism, and affirmative governmentality*. Duke University Press. 2013. P. 73-121.

Leinaweaver, Jessaca B. "Outsourcing care: how Peruvian migrants meet transnational family obligations." *Latin American Perspectives* 37.5 (2010): 67-87.*

Menjívar, Cecilia, and Krista M. Perreira. "Undocumented and unaccompanied: children of migration in the European Union and the United States." *Journal of Migration Studies* (2017): 1-21.*

Silicon Valley DeBug. Queer Conversations with “Undocuqueer” Julio Salgado (Video).
<http://archives.siliconvalleydebug.org/articles/2012/03/14/queer-conversations-undocuqueer-julio-salgado>

Youth Circulation Blog (scan): <http://www.youthcirculations.com/>

March 13: Learners and Earners: Youth Work & Class (97 pages)

Pre Assignment for #4 – Bring Interview Questions to Class

Introduction, Ch 1, Ch. 2. In Shankar, Shalini. *Desi land: Teen culture, class, and success in Silicon Valley*. Duke University Press, 2008. P. 1-79. *Also read appendices 1 & 4 to help you prepare for your interviews.* *

Sukarieh, Mayssoun, and Stuart Tannock. “Chapter 3: The Spectre of Youth Unemployment” In *Youth rising?: The politics of youth in the global economy*. Routledge, 2014.* (pages 55-78)

Sanchez-Lopez, A. et al. *Freeing Our Futures: How Data Can Inform New Economic Strategies for Boys and Men of Color*. Los Angeles: USC PERE. 2018.*

Waheed, S. et al. *I am a #YOUNGWORKER*. Los Angeles: UCLA Labor Center. 2016.
https://www.labor.ucla.edu/wp-content/uploads/2018/06/UCLA_youngworker_8.pdf
I am a #Youngworker Video <https://youtu.be/Tcrpufp-3kg>

Promoting Youth Employability: Nestlé Project Website:
<https://www.nestle.com/csv/impact/employment-diversity/youth-employment>

March 20: Consuming Youth: Technology, Social/Media (144 pages)

Chapters 3 to Postscript. Shankar, Shalini. *Desi land: Teen culture, class, and success in Silicon Valley*. Duke University Press, 2008. P. 80-211.*

Bonilla, Yarimar ; Rosa, Jonathan . #Ferguson: Digital protest, hashtag ethnography, and the racial politics of social media in the United States. *American Ethnologist*, 42.1 (2015), pp.4-17.*

Spring break (Mar 23 until Mar 31)

April 3: Children of War/Children in War (205 pages)

Assignment #4 – Interview Notes and Memo Due

Bellino, M.J. *Youth in postwar Guatemala: Education and civic identity in transition*. Rutgers, NJ: Rutgers University Press/Childhood Studies Series. 2017.

Section 4: Revolutionizing Education, Youth in Revolution

April 10: (Post-) Socialist Generations & #Branding Revolution (191 pages)

Jessica Greenberg. *After the Revolution: Youth, Democracy, and the politics of Disappointment in Serbia*. Palo Alto: Stanford University Press, 2014.

April 17: Revolutionizing Education (55 pages + articles, film)

Assignment # 5 – Field Memo 2 Due

Conclusion In. In Kwon, S. A. *Uncivil youth: Race, activism, and affirmative governmentality*. Duke University Press. 2013. P. 121-130

Radcliffe, S., & Webb, A. (2016). Mapuche youth between exclusion and the future: protest, civic society and participation in Chile. *Children's Geographies*, 14(1), 1-19.*

Ramasanthy, Camile. “Uncertainty in Chilean Higher Education: a Tale of Two Protests.” *Council on Hemispheric Affairs*. June 11, 2018.*

Sukarieh, Mayssoun, and Stuart Tannock. “Chapter 5: Education, Protest & the Continuing Extension of Youth.” In *Youth rising?: The politics of youth in the global economy*. Routledge, 2014. P. 113-135.*

Schussler, Michael. “Mexico’s Tlatelolco Massacre, and Its Echoes Today.” *The Nation*. August 3, 2018. <https://www.thenation.com/article/mexicos-tlatelolco-massacre-echoes-today/>

Brusi, Rima, Yosimar Bonilla, Isar Godreau. “When Disaster Capitalism comes for the University of Puerto Rico” *The Nation*. September 20, 2018. <https://www.thenation.com/article/when-disaster-capitalism-comes-for-the-university-of-puerto-rico/>

Vice News. The Missing 43: Mexico's Disappeared Students. Nov. 2014.
<https://www.youtube.com/watch?v=0jt-urgNN3A>

April 24: Everyday Revolutions, Global Transformations (120 pages)

Bioneers. "Xiuhtezcatl Martinez: A New Chapter in My Life." October 5, 2017.
<https://bioneers.org/xiuhtezcatl-martinez-new-chapter-life-ze0z1710/> (See video also)

Doerer, Kristen. "Youth Climate Activists Marched on Washington." *Teen Vogue*, July 22, 2018.
<https://www.teenvogue.com/story/youth-climate-change-activists-marched-washington-dc>

Magaña, M. R. "Spaces of Resistance, Everyday Activism, and Belonging: Youth Reimagining and Reconfiguring the City in Oaxaca, Mexico." *The Journal of Latin American and Caribbean Anthropology*, 22.2 (2017), 215-234. *

Part 2 (p.99-191) in Taft, Jessica K. *Rebel girls: Youth activism and social change across the Americas*. NYU Press, 2010.*

United Nations Convention on the Rights of the Child. Full text in various languages available on this website: <http://www.unicef.org/magic/briefing/uncrc.html>
In addition to the regular version, also look at the "child-friendly version."

May 1: Presentations (Assignment #6)

Comprehensive Research Paper (#7) due on Final Exam: MAY 17th at 12 noon via Canvas.

Suggested supplemental readings (ethnographic & historical):

Boehm, Deborah A. *Intimate migrations: Gender, family, and illegality among transnational Mexicans*. NY: NYU Press. 2012

Heidbrink, Lauren. *Migrant youth, transnational families, and the state: Care and contested interests*. Philadelphia: University of Pennsylvania Press. 2014

Maira, Sunaina. *Missing: Youth, citizenship, and empire after 9/11*. Raleigh: Duke Press, 2009.

Pérez, Gina M. *Citizen, student, soldier: Latina/o youth, JROTC, and the American dream*. New York: NYU Press, 2015.

Taylor, Keeanga-Yamahtta. *From #BlackLivesMatter to black liberation*. Chicago: Haymarket Books, 2016.

Please be aware the this syllabus subject to change, and that is the students responsibility to keep up to date with the changes.