Youth Community Engagement

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or phone/skype by appointment

Description

This course will provide a better understanding of how various disciplines of study define youth, how groups of youth define themselves, and how institutions shape youth’s lives. It will also address youth behaviors and youth activism and community affiliation. The course is focused on how to apply knowledge about youth and their lives to the library setting.

Student Learning Objectives

SLO 1: Understand, apply and articulate the history, philosophy, principles and ethics of library and information science and the related professions.
   1a) Apply LIS theory and principles to diverse information contexts
   1c) Develop and apply critical thinking skills in preparation for professional practice
   1d) Craft and articulate a professional identity

SLO 2: Develop, administrate, assess, and advocate for information services by exercising principled communication, teamwork and leadership skills.
   2c) Develop, manage, and assess information services for specific users and communities
   2d) Create instructional and outreach programs
   2e) Demonstrate the ability to advocate effectively for information services

SLO 3: Organize, create, archive, preserve, retrieve, manage, evaluate, and disseminate information resources in a variety of formats.
   3a) Demonstrate understanding of the processes by which information is created, evaluated, and disseminated
   3b) Organize, create, archive and manage collections of information resources following professional standards
   3c) Search, retrieve and synthesize information from a variety of systems and sources

SLO 4: Evaluate and use the latest information technologies, research findings and methods
   4c) Apply current research findings to professional practice
SLO 5: Engage in projects and assignments dealing with multicultural communities and representing diverse points of view.

5b) Demonstrate understanding of the social, cultural, political, and economic context of information services and systems

Course Learning Objectives

Students, teachers, and others interested in providing library services to youth in community, school, or public libraries and anyone interested in how youth are discussed and how portrayals of youth shape programming are encouraged to join this course. Those completing it will:

• Gain an understanding of how youth are discussed in library and information science literature
• Gain an understanding on how other disciplines describe youth
• Be exposed to information about contemporary library services to youth
• Examine other contexts that youth encounter and find ways to link these to libraries
• Examine how diversity among youth shapes collection development and programming
• Learn about youth subcultural practice within the library
• Develop an outreach and collection development or programming plan that meets the needs or mission of a youth organization in the students’ geographical location

Professional Expectation

All students in the Program are expected to become familiar with and adhere to the Professional Expectations posted at http://www.hawaii.edu/lis/students/professional-expectations-notice/

Technology requirements

This course requires you to use a computer with an Internet connection for all assignments and participation requirements.

Required Texts:


Select one of the following:


**Requirements (Course Assignments and Scoring)**

1. 12 weekly responses 40%
2. Participation 15%
3. Book Reviews (due March 18) 15%
4. Seminar Paper (due May 11) 25%

**Assignment Descriptions**

**Weekly Responses**

Write at least three paragraphs in response to the weekly response question. Students are only required to submit 12 responses (you can choose to not submit a response for one week of the course).

**Participation**

Write one paragraph on another student’s weekly response for each of the 12 weeks you respond.

**Book Reviews**

Write a brief (3-5 page) analysis of *How It Went Down* and a brief (3-5 page) analysis of the book you choose from the possible titles. Apply concepts from the course to each analysis, and include information related to the target audience of youth as well as any possible assumptions about youth you can identify.

**Seminar Paper**

Identify a youth services group in your area (it may be best to identify this group early in the course) and write a 10-15 page paper describing this group in relation to concepts you have learned in the course. Include information from readings and activities in the course, and utilize a consistent citation style of your choosing. Topics to cover include

- How are youth defined by the group?
- Are youth defined in positive or deficit models? Discuss how this potentially affects youth involvement.
• Is the project youth-led or adult-led (or a combination)?
• How does this group address representation?
• How could the library support this group? Include information related to outreach, collection development, programming, representation, library displays, and any other aspects you can envision.

Week 1 - Youth in the Library Context

Readings:


Search Institute. 40 Developmental Assets for Adolescents.

Response 1: How do you, personally, define the term "youth" (and why)? How are youth and youth services defined within librarianship? State whether and why or why not you agree with the approaches available within librarianship. How are youth and youth services defined within librarianship? State whether and why or why not you agree with these approaches.

Week 2 - Alternative Approaches to Youth

Readings:


UN Declaration of the Rights of the Child (1959).

Response: How do these articles relate to or challenge approaches to youth as defined in last week's readings? (Choose at least three articles to illustrate your arguments).

Services to diverse groups of youth

Week 3 - Diversity and Library History


Readings:


Response: Select an award list for youth books (Pura Belpré, In the Margins, Rainbow Awards, Ka Palapala Po‘okela or other diversity-related award) and discuss this award in relation to the readings.

Week 4 - Diversity in Youth Services and Library Practice

Readings:


Response: Locate an additional reading/other media on library services to diverse groups of youth and share this with the class. Comment on how the material you selected compliments this week's readings. (Be sure to include a citation or link for your selection).

Week 5 - Perspectives on Youth and Information

Readings:


Response: Look outside of the field of library science to locate an article on youth literacy, cultural production, or media usage (including social networking). Discuss your article in relation to this week’s readings. (Be sure to include a citation for the article).

Youth, Institutions, and Nonprofits

Week 6 - Nonprofits, Criminalization

Reading:


Response: How does Kwon’s work challenge ideas of youth development previously discussed in this course? Cite two clear examples from the text.

Week 7 - Youth Response
Reading:

Response: Imagine that you are a YA librarian working in a library located near AYPAL. Describe ways that you might support the group’s efforts through your position (including collection development, programming, and outreach).

Week 8 - Youth and the State

Readings:


Response: Imagine and describe ways that the library can support the youth described in these two readings. List three possible consequences of the actions you propose.

Youth and Representation

Week 9 – Collections

Readings:

Response: Locate one book blog or Tumblr account (other than #WeNeedDiverseBooks) that promotes diverse YA materials. Describe this blog and share the link.

OR

Identify a website that discusses issues of race and other forms of diversity and includes information on media (for example: Colorlines - http://www.colorlines.com - posts information on Arts & Culture as well as Media). Describe this blog and share the link.

Week 10 - Book Reviews
Visit and explore the #WeNeedDiverseBooks campaign (http://weneeddiversebooks.org)

**Readings:**


Select one of the following:


See Assignment Descriptions for Book Review guidelines – due March 18th at 5 PM.

**Week 11 – Spring Recess**

**Week 12 - Complicating Representation**

**Reading:**


OR


**Response:** Describe the author’s arguments regarding the limitations of representation/inclusion. Do you agree with these arguments? Relate your answer to representations of diversity in YA literature.

**Week 13 - Youth and Technology**

**Readings:**
Cathy J. Cohen on youth political action and new media -


**Response:** How are young people portrayed in each of these materials? Do you agree or disagree with these portrayals? Use readings from the course to support your arguments.

**Week 14 - Young People’s Activism and Cultures**

Review information on the following youth projects

- Black Youth Project | BYP 100
- FIERCE
- Pacific Tongues

**Readings:**


*Poetry as Translation: Jamaica Osorio at TEDxManoa*

**Response:** What, if any, role does the library play in youth activism and youth efforts for social change? Considering the readings, what do you see as the best approach for YA librarians working to support youth in activist and liberatory projects?

**Week 15 - Youth Subculture in the Library**

**Readings:**


E-Gaming. *Knowledge Quest, 40*(1), 14-17.


**Response:** Identify an additional subcultural youth practice that could be promoted through the library. Find one article that discusses this practice or interest. (Be sure to post a link or citation for the article).

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**Week 16 – Work Week for Final Assignments**

**May 11th, 5 PM - Final Assignments Due**